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ABSTRACT

This three-year state plan for vocational education in North Carolina for fiscal years 1986, 1987, and 1988 begins with the certifications of the plan. The next section deals with such concerns as compliance, fund distribution, provisions, program evaluation, funding of programs, needs assessment, expenditures, and programs to serve the handicapped and disadvantaged. The major portion of the plan provides descriptions of administration of vocational education and delegation of responsibilities; public hearings; services and activities for the handicapped and disadvantaged; planned programs, services, and activities that use Federal funds (these 3 areas described in 3 tables covering 45 pages); distribution of funds to economically depressed areas; methods of administration; joint planning and coordination with other agencies; comments on the plan; exceptions to submitting local applications; programs for dislocated workers; progress made in achieving goals; and criteria used to identify economically disadvantaged families or individuals. Appendixes include a cooperative agreement between the State Board of Education and the State Board of Community Colleges, definitions of terms used in the Act, comments and responses on the State Plan, and State Administration Organization--secondary and postsecondary. (YLB)

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North Carolina
State Plan for Vocational Education

THREE YEAR PLAN

FISCAL YEARS 1986 - 1988

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STATE BOARD OF EDUCATION
RALEIGH, NORTH CAROLINA

"It is the intent of the General Assembly that vocational education be an integral part of the educational process." The State Board of Education and the State Board of Community Colleges shall administer, through local boards, a comprehensive program of vocational education which shall be available to all students who desire it without regard to race, sex, national origin, or handicap.

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APPROVAL CERTIFICATE

The Three Year Program Plan for the program year beginning July 1, 1985 for the administration of Vocational Education under the Carl D. Perkins Vocational Education Act of 1984, is hereby accepted as meeting the minimum prerequisite requirements of this Act.

Submitted by the State of North Carolina

Adopted by North Carolina State Board of Education

Date adopted April 17, 1985

Date submitted to Office of Vocational & Adult Education April 30, 1985

Effective Date: July 1, 1985

APPROVAL RECOMMENDED:
Director, Division of Vocational Education

APPROVED: Robert M Worthington
U.S. Assistant Secretary for Vocational and Adult Education

DATE APPROVED: 9-10-85

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STATE OF NORTH CAROLINA
OFFICE OF THE GOVERNOR
RALEIGH 27611

JAMES G. MARTIN
GOVERNOR

GOVERNOR'S

COMMENTS ON STATE PLAN

DATE: April 19, 1985

PLAN DOCUMENT: Three Year State Plan for Vocational Education FY 1986-87-88

SUBMITTED BY: N.C. Department of Public Education

SUBMITTED ON: April 4, 1985 SCH File #85-S-3510-0849

COMMENTS: The above referenced State Plan is generally in keeping with State policy objectives, and does not appear to be in conflict with any other statewide comprehensive plans or state agency programs.

As the Governor's designee for review and evaluation of State Plans, pursuant to Executive Order, 12372, I hereby approve this State Plan.

Grace J. Rohrer

Grace J. Rohrer
Secretary
N.C. Department of Administration

1.00 CERTIFICATIONS

EDGAR 76.104

1.01 The State Board of Education is eligible to submit the three-year State plan (FY 1986-87-88) and the Accountability Report (FY 1984) as authorized under Title I, Part B, Sec. III, of the Carl D. Perkins Vocational Education Act (PL98-524) 20 USC- - -

1.02 The State Board of Education has authority under State law to perform the functions of the State under the program;

1.03 The State legally may carry out each provision of the State Plan;

1.04 All provisions of the State Plan are consistent with State law;

1.05 The Controller of the State Board of Education has authority under State law to receive, hold, and disburse Federal funds made available under the foregoing plan;

1.06 The State Board of Education has authority to submit the State Plan;

1.07 The State Board of Education has adopted and formally approved the State Plan on April 17, 1985;

1.08 The State Plan is the basis for State operation and administration of the program.

1.09 State Intergovernmental Review Process:
The State Board processed the State Plan for Vocational Education in accordance with Executive Order 12372, and submitted same to the Office of Policy and Planning, Department of Administration on April 1, 1985.

April 25, 1985
(Date)

North Carolina State Board of Education
(Official Name of State Board)

BY:
(State Superintendent)

2.00 ASSURANCES

2.01 The State Board will comply with the requirements of Titles I, II, III, and V of the Act. Where appropriate, the manner in which the State Board will comply is described in this State Plan.

2.02 The State will comply with the distribution of assistance requirements as contained in Title IIA, Section 203, of the Act.

2.03 Provisions are made for handicapped and disadvantaged students in private elementary and secondary schools to participate in vocational education programs assisted under Title IIA in accordance with Title IB, Section 113(b)(1)(C) of the Act.

2.04 In accordance with Title IB, Sec. 113 (b)(4) the State will distribute at least 80% of the funds available for Title IIA and B to eligible recipients except that 100% of the funds, available for handicapped and disadvantaged individuals, as provided by Title IIA, Sec. 202, will be distributed to eligible recipients in accordance with Title IIA, Sec. 203(a).

2.05 The use of funds available for single parents and homemakers under Title IIA, Section 201 (b)(4) the State will emphasize assisting individuals with the greatest financial need and special consideration will be given to homemakers who because of divorce, separation, or the death or disability of a spouse must prepare for paid employment.

2.06 The State will provide relevant training and vocational educational activities to men and women who desire to enter occupations that are not traditionally associated with their sex.

2.07 In accordance with Title IB, Section 113(b)(9), the State will (1) develop measures for evaluating the effectiveness of programs assisted under the Act in meeting needs identified in the State Plan including appropriate measures for evaluating the effectiveness of programs for the handicapped, and (2) that each program year, the State will evaluate all of the projects, services, and activities under Titles II and III of not less than 20% of the participating eligible recipients.

2.08 The State will fund programs of personnel development and curriculum development to further the goals identified in the State plan.

2.09 The vocational education needs of those identifiable segments of the population in the State with the highest rates of unemployment have been assessed and such needs are reflected in and addressed by the State Plan.

2.10 The State Board will cooperate with the State Council on Vocational Education, here-in-after referred to as the State Council, as necessary to assist the Council in carrying out its duties.

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2.11 The State and/or eligible recipients will not expend funds under this Act to acquire equipment (including computer software) in an instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, its employees, or any affiliate of such an organization.

2.12 For each fiscal year, expenditures for career guidance and counseling from allotments for Title II and Part D of Title III will not be less than the expenditures for such guidance and counseling for FY 1984 assisted under Section 134(a) of the Vocational Education Act of 1963.

2.13 Federal funds will be used to supplement, and to the extent practicable, increase the amount of State and local funds that would in the absence of such Federal funds be made available for the uses specified in the State Plan, and in no case supplant such State or local funds.

2.14 The State will provide for such fiscal control and fund accounting procedures necessary to assure the proper disbursement of, and accounting for, Federal funds paid to the State including funds paid by the State to eligible recipients.

2.15 The State, in accordance with Title IB, Section 113(b)(1)(A) and Title IIA, Section 203(a), will use funds distributed under Section 203(a) for vocational education services and activities for handicapped individuals and disadvantaged individuals to provide (1) for equal access in (a) recruitment, enrollment, and placement activities; and (b) to the full range of vocational education programs available including occupational specific courses for study, cooperative education, and apprenticeship programs, (2) for programs and activities for handicapped individuals in the least restrictive environment and which, whenever appropriate, are included as a component of the student's individualized education plan, and (3) programs which are planned through the coordination of appropriate representatives of vocational education and special education.

2.16 Subject to availability of funds, programs under Adult Training, Retraining, and Employment Development Title III, Part C, (1) are designed with the active participation of the State Council, (2) make maximum use of existing institutions, (3) are planned to avoid duplication of programs or institutional capabilities, (4) designed, to the fullest extent possible to strengthen institutional capacity to meet education and training needs addressed by Title III, Part C. (5) involves close cooperation with and participation by public and private sector employers, and public and private agencies working with problems of employment and training and economic development, and (6) where appropriate, involves coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.

2.17 (1) Subject to the availability of funds, funds received under the Industry-Education Partnership for Training in High-Technology Occupations Program Title III, Part E will be used (a) solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations, including programs providing related instruction to apprentices, and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes, (b) to the maximum extent practicable, in coordination with JTPA to avoid duplication of effort, and to ensure maximum effective utilization of funds under the Act and JTPA, (2) that except as provided by Title III, Part E, Section 342(c) not less than fifty percent of the aggregate costs of projects assisted under that program will be provided from non-Federal sources and that not less than fifty percent of the non-Federal share will be provided by participating businesses and industrial firms; (3) that projects assisted under that program will be (a) coordinated with similar programs assisted under Title II, and, to the maximum extent practicable, supportive services will be organized so as to serve both programs, and (4) projects under this program will be developed with the active participation of the State Council.

PART B

3.00 DESCRIPTIONS

3.01 ADMINISTRATION OF VOCATIONAL EDUCATION AND DELEGATION OF RESPONSIBILITIES

(a) In North Carolina General Statute 115C-153, the State Board of Education, here-in-after referred to as the State Board, shall be "the sole State Agency for the State administration of vocational education at all levels, shall be designated as the State Board of Vocational Education, and shall have all necessary authority to cooperate with any and all federal agencies in the administration of national acts assisting vocational education, to administer any legislation pursuant thereto enacted by the General Assembly of North Carolina, and to cooperate with local boards of education in providing vocational and technical education programs, services, and activities for youth and adults residing in the area under their jurisdiction."

(b) In G. S. 115D-3, "The Department of Community Colleges shall be a principal administrative department of State government under the direction of the State Board of Community Colleges, and shall be separate from the free public school system of the State Department of Public Education. The State Board shall have authority to adopt and administer all policies, regulations, and standards which it may deem necessary for the operation of the Department."

(c) Executive Officer Designation - "As provided in Article IX, Section 4 (2) of the North Carolina Constitution, the Superintendent of Public Instruction shall be the secretary and chief administrative officer of the State Board of Education." (Article 3, G. S. 115C-19) It shall be the duty of the State Superintendent to organize and establish, subject to the approval of the State Board of Education, a Department of Public Instruction which shall include divisions and departments as are necessary for supervision and administration of the public school system." [Article 3, G. S. 115C-21, paragraph (a) (1)]

(d) Secondary - A single full-time officer shall be designated to direct vocational education for the secondary schools, which officer shall be titled Director of Vocational Education for the Department of Public Instruction. This officer shall be designated by the State Superintendent of Public Instruction, with the advice and consent of the State Board of Education.

(e) Postsecondary - A single full-time officer shall be designated to direct vocational education for the community colleges, technical colleges, and technical institutes, which officer shall be titled Executive Vice President. This officer shall be designated by the State President of the Department of Community Colleges.

(f) Designation of Full-Time Personnel to Eliminate Sex Bias - The State Board of Education and Community Colleges shall assign full time personnel to assist in fulfilling the purposes of the Act.

(g) North Carolina General Statutes states in 115C-158

> The division between secondary and postsecondary educational systems and institutions of federal funds for which the State Board of Vocational Education has responsibility shall, within discretionary limits established by law, require the concurrence of the State Board of Education and the State Board of Community Colleges on and after January 1, 1981. The portion of the approved State Plan for postsecondary vocational education required by G.S. 115C-154 shall be as approved by the State Board of Community Colleges.

(h) The delegation of responsibilities by the State Board of Education to the State Board of Community Colleges is included in an agreement between the two Boards. (See Appendix, Exhibit 1.

3.02 PUBLIC HEARINGS

(a) The State Board shall conduct at least two public hearings annually on vocational education where the public and interested organizations and groups will be invited to present their views and recommendations regarding the State plan.

(b) A public notice of the date, time and location of the public hearings will be placed in the major daily newspapers and selected minority newspapers.

(c) A notice of public hearings will be mailed to administrators of eligible recipients and to interested agencies, organizations and groups.

(d) A summary of the comments made at the public hearings and the State Board's response appears in the appendix of the State Plan.

3.03 SERVICES AND ACTIVITIES FOR THE HANDICAPPED AND DISADVANTAGED

(a) The State will allot 100% of the federal funds available for the handicapped and disadvantaged to eligible recipients, according to the provisions of Title II A, Sec. 203 of the Act.

(b) Eligible recipients, receiving handicapped and disadvantaged funding, will be required to certify in their local applications that the requirements stated in Title II A, Sec. 204 and Title I B, Sec. 113(b)(1)(C) of the Act will be followed.

3.04 PLANNED PROGRAMS, SERVICES and ACTIVITIES:

(a) Target Groups and Proposed Programs, Services and Activities

In the Act, provisions are made to serve various groups with a variety of programs, services and activities. Sub paragraphs (1) and (2) list the groups to be served and the proposed programs, services and activities which may be provided, subject to the availability of funds.

(1) The State Board shall use funds as set forth in the Act to provide services and activities for the following:

- (A) Individuals with handicaps;
- (B) Individuals who are academically or economically disadvantaged;
- (C) Individuals with limited English proficiency;
- (D) Adults in need of training and retraining;
- (E) Single parents and homemakers;
- (F) Individuals participating in programs designed to eliminate sex bias and stereotyping;
- (G) Criminal offenders in correction institutions;
- (H) Unemployed individuals;
- (I) Dislocated workers;
- (J) Workers 55 years of age and older;
- (K) Employed individuals who require retraining or upgrading of their skills;
- (L) Students in junior high school, senior high school, and post-secondary institutions;
- (M) Individuals who have completed or left high school.

(2) The State Board shall use funds as set forth in the Act to provide opportunities for the following program services and activities:

- (A) the improvement and expansion of postsecondary and adult vocational education programs and related services for out-of-school youth and adults, which may include upgrading the skills of (i) employed workers, (ii) workers who are unemployed or threatened with unemployment as a result of technological change or industrial dislocation, (iii) workers with limited English proficiency, and (iv) displaced homemakers and single heads of households;
- (B) programs relating to curriculum development in vocational education within the State, including the application of basic skills training;

(3) The State Board may use funds as set forth in the Act to provide opportunities for the following program services and activities:

- (A) the improvement of vocational education programs within the State designed to improve the quality of vocational education including high-technology programs involving an industry-education partnership as described in part E of title III, apprenticeship training programs, and the provision of technical assistance;
- (B) the expansion of vocational education activities necessary to meet student needs.
- (C) the introduction of new vocational education programs particularly in economically depressed urban and rural areas;

(D) the creation or expansion of programs to train workers in skilled occupations needed to revitalize businesses and industries into the State or community;

(E) exemplary and innovative programs which stress new and emerging technologies and which are designed to strengthen vocational education services and activities;

(F) the improvement and expansion of career counseling and guidance authorized by part D of title III;

(G) the expansion and improvement of programs at area vocational education schools;

(H) the acquisition of equipment and the renovation of facilities necessary to improve or expand vocational education programs within the State;

(I) special courses and teaching strategies designed to teach the fundamental principles of mathematics and science through practical applications which are an integral part of the student's occupations program;

(J) the assignment of personnel to work with employers and eligible recipients in a region to coordinate efforts to ensure that vocational programs are responsive to the labor market and supportive of apprenticeship training programs;

(K) the activities of vocational student organizations carried out as an integral part of the secondary and postsecondary instruction program;

(L) prevocational programs;

(M) programs of modern industrial and agricultural arts;

(N) support for full-time personnel to carry out section 111(b) which shall be paid for from administrative expenses of the State available under section 102(b);

(O) the provision of stipends, which shall not exceed reasonable amounts as prescribed by the Secretary by regulation, for students entering or already enrolled in vocational education programs who have acute economic needs which cannot be met under work-study programs;

(P) placement services for students who have successfully completed vocational education programs (including special services for the handicapped and cooperative efforts with rehabilitation programs);

(Q) day care services for children of students in secondary and postsecondary vocational education programs;

(R) the construction of area vocational education school facilities in areas having a demonstrated need for such facilities;

(S) the acquisition of high-technology equipment for vocational education programs;

(T) the provision of vocational education through arrangements with private vocational education institutions, private postsecondary educational institutions, and employers whenever such private institutions or employers can make a significant contribution to attaining the objectives of the Act and can provide substantially equivalent preparation at a lesser cost, or can provide equipment or services not available in public institutions;

(U) the acquisition and operation of communications and telecommunications equipment for vocational education programs; and

(V) the improvement or expansion of any other vocational education activities authorized under part A, of title II.

(b) From the portion of the allotment to the State under Section 101 available for Part B of Title II from amounts appropriated pursuant to section 3(a) for each fiscal year, the State shall use grants for the provision of in-service and preservice training designed to increase the competence of vocational education teachers, counselors, and administrators, including special emphasis on the integration of handicapped and disadvantaged students in regular courses of vocational education.

(c) Employment and Enrollment Projections

The purpose of vocational education is to provide high quality education and training experiences to meet the needs of the nation's existing and future work force for marketable skills and to improve productivity and promote economic growth. Employability skills are acquired through vocational education programs within the public secondary and postsecondary schools in addition to private sources of training.

The level of employment, the average annual job needs and the projected enrollment in vocational education programs is reflected in Table 1. The employment needs and job openings were developed from statewide data analysis by State staff.

(d) Needs of Individuals

A variety of programs, services and activities are needed to assist those individuals enrolled in vocational education to become productive citizens. The identification of these individuals by category and needs are reflected in Table 2. The table components are based on State staff analysis of available data and involvement with program reviews (evaluation), technical assistance, staff development (in-service), curriculum development, OCR reviews, sex equity, and business/industry and education partnerships.

(e) Quality of Vocational Education, Including Occupational Skills and Academic Foundations

Assessing the quality of vocational education is a continuous process in which student and employer follow up, program review standards and program evaluation data is used. The quality of programs has been enhanced through research, curriculum development, development of competency-based programs, staff development, program articulation between secondary education and postsecondary institutions, the development of new programs, the termination of programs no longer needed, and the purchase of equipment as funds are available. State Staff and local administration decisions based on current data and research facilitate needed improvements in programs and instruction.

The State will use a variety of activities to assess the quality of programs to meet the needs for general occupational skills and improvement of academic foundations. Including, but not limited to: (1) Research Projects, (2) Review of Local Plans, (3) Staff Development, (4) Program Evaluation, (5) Equipment Procurement, (6) Student Follow-Up (7) Employer Follow-Up, (8) Industry/Education Partnerships.

For example, 10 research projects have been funded to identify those occupational and academic skill relationships in vocational education. A special Basic and Vocational Skills program has been evaluated in 93 sites for these, and follow-up on vocational completers determine related academic skills they wish they had learned more of.

(f) Capacity to Provide Vocational Education

An assessment of the capacity to provide vocational education indicates there are additional needs in facilities, equipment, curriculum revision/improvement, teachers, staff development and program evaluation. Research and data analysis at all levels indicates qualitative and quantitative improvement is a continuous process.

(g) Activities and Benefits for Funding

The activities and benefits reflect the services and activities which the State proposes to implement for the improvement, expansion and maintenance of programs based on funding and adherence to the Act. See Table 3 a and 3 b .

(h) Vocational Education Support Programs by Community-Based Organizations

Subject to appropriations, the State Board may use funds allocated under Title III, Part A to implement vocational education support programs by community-based organizations.

(1) Each community-based organization which desires to receive assistance under this part shall prepare jointly with the appropriate eligible recipient and submit an application for approval to the State board at such time, in such manner, and containing or accompanied by such information as the State Board may require. Each such application shall-
   (A) contain an agreement between the community-based organization and the eligible recipients in the area to be served, which includes the designation of fiscal agents established for the program;
   (B) provide a description of the uses for which assistance is sought pursuant to section 302(b) together with evaluation criteria to be applied to the program;
   (C) provide assurances that the community-based organization will give special consideration to the needs of severely economically and educationally disadvantaged youth ages sixteen through twenty-one, inclusive;
   (D) provide assurances that business concerns will be involved, as appropriate, in services and activities for which assistance is sought;
   (E) describe the collaborative efforts with the eligible recipients and the manner in which the services and activities for which assistance is sought will serve to enhance the enrollment of severely economically and educationally disadvantaged youth into the vocational education programs; and
   (F) provide assurances that the programs conducted by the community-based organization will conform to the applicable standards of performance and measures of effectiveness required of vocational education programs in the State.

(2) For any State approved application the State shall provide financial assistance from the portion of the allotment under section 101 available for Title III, Part A to state approved joint programs of eligible recipients and community-based organizations within the State to conduct special vocational education services and activities in accordance with the State plan for-

- (A) outreach programs to facilitate the entrance of youth into a program of transitional services and subsequent entrance into vocational education, employment or other education and training;
- (B) transitional services such as attitudinal and motivational prevocational training programs;
- (C) prevocational education preparation and basic skills development conducted in cooperation with business concerns;
- (D) special prevocational preparations programs targeted to inner-city youth, non-English speaking youth, Appalachian youth, and the youth of other urban and rural areas having a high density of poverty who need special prevocational education programs;
- (E) career intern programs;
- (F) assessment of students needs in relation to vocational education and jobs; and
- (G) guidance and counseling to assist students with occupational choices and with the selection of a vocational education program.

(i) Consumer and Homemaking Education

Subject to appropriations, the State Board will use funds allocated under Title III, Part B for all approved applications to conduct consumer and homemaker education programs.

(1) The program may include;

- (A) instructional programs, services, and activities that prepare youth and adults for the occupation of homemaking, and
- (B) Instruction in the areas of;
  - (i) food and nutrition
  - (ii) consumer education
  - (iii) family living and parenthood education
  - (iv) child development and guidance
  - (v) housing
  - (vi) home management (including resource management)
  - (vii) clothing and textiles

(2) The State shall use funds allocated under Title III, Part B for all approved applications to:

- (A) conduct programs in economically depressed areas;
- (B) encourage participation of traditionally underserved populations;
- (C) encourage the elimination of sex bias and sex stereotyping;
- (D) maintain, expand, and update programs with an emphasis on those which specifically address needs described under clauses (1), (2), and (3); and/or
- (E) address priorities and emerging concerns at the local, State, and national levels.

(3) The State may use funds allocated under Title III, Part B for all approved applications to provide program development and improvement of instruction and curricula relating to:

(A) managing individual and family resources;
(B) making consumer choices;
(C) managing home and work responsibilities;
(D) improving responses to individual and family crises;
(E) Strengthening parenting skills;
(F) assisting aged and handicapped individuals;
(G) improving nutrition;
(H) conserving limited resources;
(I) understanding the impact of new technology on life and work;
(J) applying consumer and homemaker education skills to jobs and careers, and
(K) other needs as determined by the State;

(4) The State may use funds allocated under Title III, Part B to support services and activities designed to ensure the quality and effectiveness of programs, including

(A) innovative and exemplary projects,
(B) community outreach to underserved populations,
(C) application of academic skills (such as reading, writing, mathematics, and science) through consumer and homemaker education programs,
(D) curriculum development,
(E) research,
(F) program evaluation,
(G) development of instructional materials,
(H) teacher education,
(I) upgrading of equipment,
(J) teacher supervision,
(K) State administration and leadership, including activities of the student organization.

(5) Section 312 (c) requires that
Not less than one-third of the Federal funds made available to the State under Section 312, Title III, Part B shall be expended in economically depressed areas or areas with high rates of unemployment for programs designed to assist consumers and to help improve home environments and the quality of family life.

(6) Section 313 (a) requires that
The State Boards ensure that the experience and information gained through carrying out programs assisted under Part B, Title III will be shared with administrators for the purpose of program planning. Funds available under Part B, Title III shall be used to assist in providing State leadership qualified by experience and preparation in home economics education.

(7) Section 313 (b) requires that
The State shall use not more than 6 percent of the funds available under Part B, Title III to carry out leadership activities under section 313 of the Act.

(j) Adult Training, Retraining, and Employment Development

Subject to appropriations, the State Board will use funds allocated under Title III, Part C to provide services and activities for adult training, retraining, and employment development.

- (1) The State shall provide financial assistance from the portion of the allotment under Section 101 available for Title III, Part C, in accordance with the State Plan for-
  - (A) vocational education programs, services, activities, and employment development authorized by Title II which are designed to meet the needs of-
    - "(i) individuals who have graduated from or left high school and who need additional vocational education for entry into the labor force;
    - "(ii) unemployed individuals who require training to obtain employment or increase their employability;
    - "(iii) employed individuals who require retraining to retain their jobs, or who need training to upgrade their skills to qualify for higher paid or more dependable employment;
    - "(iv) displaced homemakers and single heads of households who are entering or reentering the labor force;
    - "(v) employers who require assistance in training individuals for new employment opportunities or in retraining employees in new skills required by changes in technology, products, or processes; and
    - "(vi) workers fifty-five and older;
  - (B) short-term programs of retraining designed to upgrade or update skills in accordance with changed work requirements;
  - (C) education and training programs designed cooperatively with employers;
  - (D) building more effective linkages between' vocational education programs and private sector employers (through a variety of programs including programs where secondary school students are employed on a part-time basis as registered apprentices with transition to full-time apprenticeships upon graduation), and between eligible recipients of assistance under this Act and economic development agencies and other public and private agencies providing job training and employment services, in order to more effectively reach out to and serve individuals described in subparagraph (A);
  - (E) cooperative education programs with public and private sector employers and economic development agencies, including seminars in institutional or worksite settings, designed to improve management and increase productivity;
  - (F) entrepreneurship training programs which assist individuals in the establishment, management, and operation of small business enterprises;
  - (G) recruitment, job search assistance, counseling, remedial services, and information and outreach programs designed to encourage and assist males and females to take advantage of vocational education programs and services, with particular attention to reaching women, older workers, individuals with limited English proficiency, the handicapped, and the disadvantaged;

(H) curriculum development, acquisition of instructional equipment and materials, personnel training, pilot projects, and related and additional services and activities required to effectively carry out the purposes of this part;

(I) the costs of serving adults in other vocational education programs, including paying the costs of instruction or the costs of keeping school facilities open longer; and

(J) related instruction for apprentices in apprenticeship training programs.

(2) The State Board assures the Secretary that programs;

(A) are designed with the active participation of the State Council established pursuant to Section 112;

(B) make maximum effective use of existing institutions are planned to avoid duplication of programs or institutional capabilities, and to the fullest extent practicable are designed to strengthen institutional capacity to meet the education and training needs addressed by this part;

(C) involve close cooperation with and participation by public and private sector employers and public and private agencies working with problems of employment and training and economic development; and

(D) where appropriate, involve coordination with programs under the Rehabilitation Act of 1973 and the Education of the Handicapped Act.

(3) The Board will implement methods and procedures for coordinating vocational education programs, services, and activities funded under Part C of of Title III to provide programs of assistance for dislocated workers funded under title III of the Job Training Partnership Act.

(4) The State Board shall consult with the State Job Training Coordinating Council (established under section 122 of the Job Training Partnership Act) in order that programs assisted under Part C of Title III may be taken into account by such council in formulating recommendations to the Governor for the Governor's coordination and special services plan required by Section 121 of the Job Training Partnership Act.

(5) The State Board shall adopt such procedures as it considers necessary to encourage coordination between eligible recipients receiving funds under this part and the appropriate administrative entity established under the Job Training Partnership Act in the conduct of their respective programs, in order to achieve the most effective use of all Federal funds through programs that complement and supplement each other, and, to the extent feasible, provide an ongoing and integrated program of training and services for workers in need of such assistance.

(k) Comprehensive Career Guidance and Counseling

Subject to appropriations, the State Board may use funds allotted under Section 101 for Part D of Title III to conduct career guidance and counseling programs in accordance with State plans (and amendments thereto), for programs (organized and administered by certified counselors) designed to improve, expand, and extend career guidance and counseling programs to meet the career development, vocational education, and employment needs of vocational education students and potential student. Such programs shall be designed to assist individuals-

(1) to acquire self-assessment, career planning, career decision making, and employability skills;

(2) to make the transition from education and training to work;

(3) to maintain marketability of current job skills in established occupations;

(4) to develop new skills to move away from declining occupational fields and enter new and emerging fields in high-technology areas and fields experiencing skill shortages;

(5) to develop midcareer job search skills and to clarify career goals; and

(6) to obtain and use information on financial assistance for postsecondary and vocational education, and job training.
(b) Programs of career guidance and counseling under Part D of Title III shall encourage the elimination of sex, age, handicapping condition, and race bias and stereotyping, provide for community outreach, enlist the collaboration of the family, the community business, industry; and labor and be accessible to all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged. The programs authorized by Part D of Title III shall consist of-

(1) instructional activities and other services at all educational levels to help students with the skills described in clauses (1) through (6) of subsection (a); and

(2) services and activities designed to ensure the quality and effectiveness of career guidance and counseling programs and projects assisted under Part D, Title III, such as counselor education (including education of counselors working with individuals with limited English proficiency), training of support personnel, curriculum development, research and demonstration projects, experimental programs, instructional materials development, equipment acquisition, State and local leadership and supervision; and

(3) projects which provide opportunities for counselors to obtain firsthand experience in business and industry, and projects which provide opportunities to acquaint students with business, industry, the labor market, and training opportunities (including secondary educational programs that have at least one characteristic of an apprenticable occupation as recognized by the Department of Labor of the State Apprenticeship Agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, in concert with local business, industry, labor, and other appropriate apprenticeship training entities, designed to prepare participants for an apprenticable occupation or provide information concerning apprenticable occupations and their prerequisites).

(c) The State Board shall expend not less than 20 percent available under Part D, Title III for programs designed to eliminate sex, age, and race bias and stereotyping under subsection (b) and for activities to ensure that programs under Part D, Title III, are accessible to all segments of the population, including women, the disadvantaged. the handicapped, individuals with limited English proficiency, and minorities.

(d) The State Board shall ensure that the experience and information gained through programs assisted under Part D, Title III is shared with administrators for the purpose of program planning. Funds available under this part shall be used to assist in providing State leadership qualified by experience and knowledge in guidance and counseling.

(e) Not more than 6 percent of the funds available under Part D, Title III may be used to carry out leadership activities under Section 333(b) of the Act.

(1) Industry-Education Partnership for Training In High-Technology Occupations

Subject to appropriations, the State Board shall use funds allotted under Section 101 for Part E, Title III to carry out industry-education partnership training programs in high-technology occupations.

Title III, Part E, Sec. 342(b) stipulates

(1) funds received under Part E, Title III will be used solely for vocational education programs designed to train skilled workers and technicians in high-technology occupations (including programs providing related instruction to apprentices) and projects to train skilled workers needed to produce, install, operate, and maintain high technology equipment, systems, and processes;

(2) to the maximum extent practicable, funds received under Part E, Title III, will be utilized in coordination with the Job Training Partnership Act to avoid duplication of effort and to ensure maximum effective utilization of funds under this Act and the Job Training Partnership Act;

(3) except as provided in subsection (c), not less than 50 per centum of the aggregate costs of programs and projects assisted under this part will be provided from non-Federal sources, and not less than 50 per centum of such non-Federal share of aggregate costs in the State will be provided by participating business and industrial firms;

(4) programs and projects assisted under Part E, Title III will be coordinated with those assisted under title II, and to the maximum extent practicable (consistent with the purposes of programs assisted under title II), supportive services will be so organized as to serve programs under both titles; and

(5) programs and projects assisted under Part E, Title III will be developed with the active participation of the State Council established pursuant to Section 112.
(c) "(1) The business and industrial share of the costs required by Section 342(b)(2) of the Act may be in the form of cash or in-kind contributions (such as facilities, overhead, personnel, and equipment) fairly valued.
"(2) The Federal share of such cost shall be available equally from funds available to the States under Part E, Title III, and from funds allotted to the States under Title II.
"(3) If an eligible recipient demonstrates to the satisfaction of the State that it is incapable of providing all or part of the non-Federal portion of such costs as required by Section 342(b)(2) of the Act, the State may designate funds available under part B of Title II or funds available from State sources in lieu of such non-federal portion.

The State Board shall use funds available under Part E, Title III of the Act solely for the establishment and operation of programs and projects described by Section 342(b) of the the Act and for-

(1) necessary administrative costs of the State Board and of eligible recipients associated with the establishment and operation of programs authorized by Part E, Title III of the Act;

(2) training and retraining of instructional and guidance personnel;

(3) curriculum development and the development or acquisition of instructional and guidance equipment and materials;

(4) acquisition and operation of communications and telecommunications equipment and other high-technology equipment for programs authorized by Part E, Title III, and

(5) such other activities authorized by Title III as may be essential to the successful establishment and operation of programs and projects authorized by Part III, including activities and related services to ensure access of women, minorities, the handicapped, and the economically disadvantaged.
(b) In approving programs and projects assisted under Part III, the State board shall give special consideration to-

(1) the level and degree of business and industry participation in the development and operation of the program;

(2) the current and projected demand within the State or relevant labor market area for workers with the level and type of skills the program is designed to produce;

(3) the overall quality of the proposal, with particular emphasis on the probability of successful completion of the program by prospective trainees and the capability of the eligible recipient (with assistance from participating business or industry) to provide high quality training for skilled workers and technicians in high technology; and

(4) the commitment to serve all segments of the population, including women, minorities, the handicapped, and the economically disadvantaged (as demonstrated by special efforts to provide outreach, information, and counseling, and by the provision of remedial instruction and other assistance).

(c) Expenditures for administrative costs pursuant to Section 343 (a)(1) of the Act may not exceed 10 per centum of the State's allotment for Part E, Title III in the first year and 5 per centum of such allotment in each subsequent year.

TABLE 1

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	01.0101				Sec.						
	Agricultural	See			P-Sec.	160	150	140	25	25	20
	Business	01.0301			L-Adult						
					S-Adult						
	01.0104				Sec.						
	Farm and Ranch	See			P-Sec.	8	8	8	5	5	5
	Management	01.0301			L-Adult						
					S-Adult						
	01.0201				Sec.	1,980	1,960	1,900	440	420	380
	Agricultural				P-Sec.						
	Mechanics,	180	200	7	L-Adult	10	10	10	5	5	5
	General				S-Adult	130	130	130			
	01.0206				Sec.						
	Soil & Water	See			P-Sec.	10	12	15	5	5	5
	Mechanical	01.0301			L-Adult						
	Practices				S-Adult						
	01.0301				Sec.	4,420	4,160	3,800	1,020	950	870
	Agricultural				P-Sec.	90	70	50	40	30	20
	Production,	166,000	154,000		L-Adult						
	General				S-Adult	375	375	375			
AGRICULTURAL	01.0302				Sec.						
	Animal	See			P-Sec.	40	40	40	10	10	10
	Production	01.0301			L-Adult						
					S-Adult	750	750	750			
	01.0304				Sec.						
	Crop	See			P-Sec.	25	25	25	10	10	10
	Production	01.0301			L-Adult						
					S-Adult						
	01.0503				Sec.						
	Agricultural	See			P-Sec.	3	3	3	2	2	2
	Supplies &	08.0705			L-Adult						
	Marketing				S-Adult						
	01.0599				Sec.						
	Agricultural	See			P-Sec.						
	Services &	08.0705			L-Adult	55	55	55			
	Marketing				S-Adult						
	01.0601				Sec.	2,300	2,080	1,830	340	310	300
	Horticulture,	See			P-Sec.	550	550	550	40	40	40
	General	01.0301			L-Adult	350	350	350	15	15	15
					S-Adult	750	750	750			
	01.0604				Sec.						
	Greenhouse	See			P-Sec.	50	50	50	20	20	20
	Operation and	01.0301			L-Adult						
	Management				S-Adult						
	01.0607				Sec.						
	Turf				P-Sec.	65	65	65	25	25	25
	Management	6,530	8,280	625	L-Adult						
					S-Adult						
	01.0699				Sec.	480	460	420	180	160	120
	Homestead &	See			P-Sec.						
	Gardening	01.0607			L-Adult						
					S-Adult						

* Level: Sec. - Secondary, P-Sec. - Post Secondary, L-Adult - Long Term Adult (Vocational), S-Adult - Short Term Adult (Extension).

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PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS

FY 1986 - 1987 - 1988

Program Area	CIP Number & Instructional Program	Employment Actual 1981	Employment Projected 1990	Annual Average Job Needs 1981-1990	Level*	Projected Enrollment 1986	Projected Enrollment 1987	Projected Enrollment 1988	Projected Completers 1986	Projected Completers 1987	Projected Completers 1988
	01.9999 Agribusiness & Agricultural Products, Other	Introduction			Sec.	8,020	7,660	7,300			
					P-Sec.						
					L-Adult						
					S-Adult						
	03.0101 Renewal Natural Resources, General				Sec.	520	490	460	90	80	75
					P-Sec.						
					L-Adult						
					S-Adult						
AGRICULTURAL	03.0401 Forest Production & Processing, Gen.	See 01.0301			Sec.	380	360	340	60	55	50
					P-Sec.	140	120	120	40	30	30
					L-Adult						
					S-Adult						
	03.0/03 Forest Products Utilization				Sec.						
					P-Sec.	20	20	20	10	10	10
					L-Adult						
					S-Adult						
	03.0601 Wildlife Management				Sec.						
					P-Sec.	75	70	70	30	30	30
					L-Adult						
					S-Adult						
	31.0201 Outdoor Recreation	3,000	3,620	164	Sec.						
					P-Sec.	15	15	15	5	5	5
					L-Adult						
					S-Adult						
	31.0301 Parks and Recreation Management	See 31.0201			Sec.						
					P-Sec.	165	160	160	15	15	15
					L-Adult						
					S-Adult						
	SUBTOTAL AGRICULTURAL	175,710	166,100	736	Sec.	18,100	17,170	16,050	2,130	1,975	1,795
					P-Sec.	1,481	1,423	1,396	282	262	247
					L-Adult	350	350	350	20	20	20
					S-Adult	2,005	2,005	2,005			
	06.0401 Business Adm. & Management	127,060	154,220	8,292	Sec.						
					P-Sec.	16,000	16,000	16,000	1,200	1,200	1,200
					L-Adult						
					S-Adult						
BUSINESS OFFICE	06.0701 Hotel/Motel Management	See 06.0401			Sec.						
					P-Sec.	380	380	380	30	30	30
					L-Adult						
					S-Adult						
	06.0705 Transportation Management	See 06.0401			Sec.						
					P-Sec.	215	215	215	20	20	20
					L-Adult						
					S-Adult						
	06.1701 Real Estate, General	3,070	3,340	245	Sec.						
					P-Sec.	260	260	260	30	30	30
					L-Adult						
					S-Adult						
	07.0102 Accounting & Computing	16,250	23,140	1,315	Sec.	2,320	2,787	2,617	2,100	2,520	2,360
					P-Sec.	4,725	4,725	4,725	350	350	350
					L-Adult						
					S-Adult	2,100	2,100	2,100			

* Level: Sec. - Secondary, P-Sec. - Post Secondary, L-Adult - Long Term Adult (Vocational), S-Adult - Short Term Adult (Extension).

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BUSINESS & OFFICE	07.0103 Bookkeeping	41,590	48,780	2,179	Sec.						
					P-Sec.	45	45	45	5	5	5
					L-Adult						
					S-Adult						
	07.0201 Banking & Related	11,120	13,310	579	Sec.						
					P-Sec.	500	500	500	90	90	90
					L-Adult						
					S-Adult	2,400	2,400	2,400			
	07.0301 Business Data Processing & Rel. Programs, General	12,230	16,330	758	Sec.						
					P-Sec.						
					L-Adult	115	150	175			
					S-Adult	18,500	18,500	18,500			
	07.0302 Business Computer & Console Operator	See 07.0301			Sec.	3,130	3,320	3,520	1,400	1,490	1,590
					P-Sec.						
					L-Adult	1,250	1,400	1,600	50	55	60
					S-Adult						
	07.0305 Business Data Programming	9,490	15,250	762	Sec.						
					P-Sec.	15,000	15,000	15,000	650	650	650
					L-Adult						
					S-Adult						
	07.0401 Office Supervision & Management	12,030	14,270	591	Sec.	280	250	210	200	175	145
					P-Sec.						
					L-Adult						
					S-Adult						
	07.0602 Court Reporting	See 07.0603			Sec.						
					P-Sec.	30	30	30	5	5	5
					L-Adult						
					S-Adult						
	07.0603 Executive Secretarial	70,520	91,745	5,275	Sec.						
					P-Sec.	4,200	4,200	4,200	350	350	350
					L-Adult						
					S-Adult						
	07.0604 Legal Secretarial	See 07.0603			Sec.						
					P-Sec.	330	320	320	320	30	30
					L-Adult						
					S-Adult	1,850	1,850	1,850			
	07.0605 Medical Secretarial	See 07.0603			Sec.						
					P-Sec.	900	900	900	115	115	115
					L-Adult	30	30	30	5	5	5
					S-Adult						
	07.0607 Stenographic	5,520	5,160	189	Sec.	100	80	60	20	10	5
					P-Sec.						
					L-Adult						
					S-Adult						
	07.0699 Secretarial & Related Programs, Other	See 07.0603			Sec.	260	250	230	140	130	110
					P-Sec.						
					L-Adult						
					S-Adult						
	07.0701 Typing, Gen. Off. & Related Programs, Gen.	161,390	191,170	8,357	Sec.	7,860	7,740	7,350	4,620	4,540	4,310
					P-Sec.						
					L-Adult						
					S-Adult	40	40	40			

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		Actual 1981	Projected 1990			1986	1987	1988	1986	1987	1988
BUSINESS & OFFICE	07.0705 General Office Clerk				Sec.						
		See 07.0701			P-Sec.	3,100	3,100	3,100	260	260	260
					L-Adult						
					S-Adult	575	575	575			
	07.0706 Mail & Order Clerk				Sec.						
					P-Sec.	220	220	220	10	10	10
		9,690	11,350	417	L-Adult						
					S-Adult						
	07.0710 Typing				Sec.						
		See 07.0603			P-Sec.						
					L-Adult						
					S-Adult	3,500	3,500	3,500			
	22.0103 Legal Assisting				Sec.						
					P-Sec.	915	915	915	70	70	70
		620	1,710	179	L-Adult						
					S-Adult						
	25.0301 Library Assisting				Sec.						
					P-Sec.	60	60	60	15	15	15
		2,590	2,940	109	L-Adult						
					S-Adult						
	25.0501 Museology				Sec.						
					P-Sec.	10	10	10	5	5	5
		110	140	9	L-Adult						
					S-Adult						
	SUBTOTAL BUSINESS & OFFICE EDUCATION				Sec.	13,950	14,427	13,987	8,480	8,865	8,520
					P-Sec.	46,890	46,880	46,880	3,255	3,255	3,255
		483,280	593,055	29,256	L-Adult	1,395	1,580	1,805	55	60	65
					S-Adult	28,965	28,965	28,965			
MARKETING & DISTRIBUTIVE	08.0101 Apparel & Accessories				Sec.	2,180	2,080	1,970	1,110	1,020	820
		See 08.0705			P-Sec.						
					L-Adult						
					S-Adult						
	08.0102 Fashion Merchandising				Sec.						
		See 08.0705			P-Sec.	180	180	180	25	25	25
					L-Adult						
					S-Adult						
	08.0201 Business & Personal Serv. Marketing, Gen.				Sec.	2,000	1,860	1,830	790	730	730
		See 08.0705			P-Sec.						
					L-Adult						
					S-Adult						
	08.0301 Entrepreneurship				Sec.	100	90	70	70	60	40
		See 08.0705			P-Sec.						
					L-Adult						
					S-Adult						
	08.0401 Financial Services Marketing, Gen.				Sec.	70	60	50	50	40	30
					P-Sec.						
		1,250	1,730	108	L-Adult						
					S-Adult						
	08.0503 Floristry				Sec.	70	60	50	40	30	20
		See 08.0705			P-Sec.	65	65	65	25	25	25
					L-Adult	10	10	10	5	5	5
					S-Adult						

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MARKETING & DISTRIBUTIVE	08.0601 Food Marketing, General	See 08.0705			Sec.	1,580	1,520	1,400	990	950	870
					P-Sec.						
					L-Adult						
					S-Adult						
	08.0702 Industrial Sales	See 08.0705			Sec.	40	30	20	25	20	15
					P-Sec.						
					L-Adult						
					S-Adult						
	08.0705 Retailing				Sec.						
					P-Sec.	690	690	690	75	75	75
		154,070	181,700	9,213	L-Adult						
					S-Adult	1,500	1,500	1,500			
	08.0706 Sales	See 08.0705			Sec.	1,250	1,100	850	620	540	420
					P-Sec.						
					L-Adult						
					S-Adult						
	08.0707 Wholesaling				Sec.						
					P-Sec.						
		3,810	4,540	238	L-Adult						
					S-Adult						
	08.0803 Building Materials Marketing	See 08.0705			Sec.	40	40	40	25	25	25
					P-Sec.						
					L-Adult						
					S-Adult						
	08.0806 Hardware Marketing	See 08.0705			Sec.	45	40	35	30	25	20
					P-Sec.						
					L-Adult						
					S-Adult						
	08.0901 Hospitality & Recreation Marketing, Gen.	See 08.0705			Sec.	200	280	280	110	150	150
					P-Sec.						
					L-Adult						
					S-Adult						
	08.0902 Marketing of Hotel/Motel Services	See 08.0705			Sec.	30	30	30	15	15	15
					P-Sec.						
					L-Adult						
					S-Adult						
	08.0905 Waiter/Waitress & Related Services	31,370	39,130	1,923	Sec.	800	680	550	500	420	340
					P-Sec.						
					L-Adult						
					S-Adult						
	08.1001 Insurance Marketing, Gen.				Sec.	15	15	15	10	10	10
					P-Sec.	600	600	600	25	25	25
		6,640	7,710	314	L-Adult						
					S-Adult	1,850	1,850	1,850			
	08.1101 Transportation & Travel Market	See 08.0705			Sec.	160	200	220	75	85	95
					P-Sec.						
					L-Adult						
					S-Adult						
	08.1203 Auto Vehicles & Accessories Marketing	See 08.0705			Sec.	150	140	120	100	90	80
					P-Sec.						
					L-Adult						
					S-Adult						
	08.1204 Petroleum Wholesaling	See 08.0707			Sec.	60	50	40	40	30	20
					P-Sec.						
					Adult						
					S-Adult						

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MKT & DIST	08.9999 Marketing & Distribution, Other	See 08.0705			Sec.	2,190	2,260	2,330	1,020	1,040	1,080
					P-Sec.						
					L-Adult						
					S-Adult						
	09.0201 Advertising	See 08.0705			Sec.	240	220	180	100	80	65
					P-Sec.						
					L-Adult						
					S-Adult						
	SUBTOTAL MARKETING & DISTRIBUTION	197,140	234,810	11,796	Sec.	11,220	10,755	10,080	5,720	5,360	4,845
					P-Sec.	1,535	1,535	1,535	150	150	150
					L-Adult	10	10	10	5	5	5
					S-Adult	3,350	3,350	3,350			
ENGINEERING & ENGINEERING RELATED	15.0101 Architectural Design & Const. Tech.	See 48.0101			Sec.						
					P-Sec.	750	750	750	60	60	60
					L-Adult						
					S-Adult						
	15.0201 Civil Tech.	1,560	1,940	72	Sec.						
					P-Sec.	500	500	500	70	70	70
					L-Adult						
					S-Adult	1,000	1,000	1,000			
	15.0203 Surveying & Mapping Tech.	780	920	33	Sec.						
					P-Sec.	60	60	60	10	10	10
					L-Adult						
					S-Adult						
	15.0299 Civil Tech., Other	See 15.0201			Sec.						
					P-Sec.	25	25	25	10	10	10
					L-Adult						
					S-Adult						
	15.0302 Electrical Tech.	6,830	8,920	307	Sec.						
					P-Sec.	310	310	310	55	55	55
					L-Adult						
					S-Adult	1,775	1,775	1,775			
	15.0303 Electronic Tech.	See 15.0302			Sec.						
					P-Sec.	5,000	5,050	5,100	500	500	500
					L-Adult						
					S-Adult						
	15.0401 Biomedial Equipment Tech.				Sec.						
					P-Sec.	110	110	110	25	25	25
					L-Adult						
					S-Adult						
	15.0402 Computer Servicing Tech.	See 15.0302			Sec.						
					P-Sec.	400	450	500	50	50	50
					L-Adult						
					S-Adult						
	15.0403 Electromechanical Tech.	See 15.9999			Sec.						
					P-Sec.	450	450	450	65	65	65
					L-Adult						
					S-Adult						
	15.0404 Instrumentation Tech.	See 15.9999			Sec.						
					P-Sec.	230	230	230	50	50	50
					L-Adult						
					S-Adult						

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VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
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FY 1986 - 1987 - 1988

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment			Projected Completers		
		Actual 1981	Projected 1990			1986	1987	1988	1986	1987	1988
ENGINEERING & ENGINEERING RELATED	15.0501 Airconditioning, Heating & Refrig. Tech.	See 15.9999			Sec.						
					P-Sec.	250	250	250	15	15	15
					L-Adult						
					S-Adult						
	15.0504 Sanitation Tech.				Sec.						
					P-Sec.	25	25	25	10	10	10
					L-Adult						
					S-Adult						
	15.0505 Solar Heating & Cooling Tech.	See 15.9999			Sec.						
					P-Sec.	15	15	15	5	5	5
					L-Adult	20	20	20	10	10	10
					S-Adult						
	15.0506 Water & Wastewater Tech.	1,730	1,970	77	Sec.						
					P-Sec.						
					L-Adult	80	80	80	10	10	10
					S-Adult						
	15.0601 Chemical Manufacturing Tech.	See 15.9999			Sec.						
					P-Sec.	160	160	160	25	25	25
					L-Adult	30	30	30	10	10	10
					S-Adult	45	45	45			
	15.0602 Food Processing Tech.				Sec.						
					P-Sec.	10	10	10	5	5	5
					L-Adult						
					S-Adult	125	125	125			
	15.0603 Industrial Tech.	380	510	20	Sec.						
					P-Sec.	500	500	500	25	25	25
					L-Adult						
					S-Adult	1,200	1,200	1,200			
	15.0604 Manufacturing Tech.	580	740	23	Sec.						
					P-Sec.	800	800	800	90	90	90
					L-Adult						
					S-Adult	150	150	150			
	15.0606 Optical Technology	See 17.0701			Sec.						
					P-Sec.						
					L-Adult	15	15	15	5	5	5
					S-Adult						
	15.0608 Safety Tech.				Sec.						
					P-Sec.						
					L-Adult						
					S-Adult	29,000	29,000	29,000			
	15.0609 Textile Tech.				Sec.						
					P-Sec.	10	10	10	5	5	5
					L-Adult	10	10	10	5	5	5
					S-Adult						
	15.0610 Welding Tech.	See 15.9999			Sec.						
					P-Sec.	30	30	30	5	5	5
					L-Adult						
					S-Adult						
	15.0701 Occcupational Safety & Health Tech.	See 15.9999			Sec.						
					P-Sec.	140	140	140	10	10	10
					L-Adult						
					S-Adult						

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FY 1986 - 1987 - 1988

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment			Projected Completers		
		Actual 1981	Projected 1990			1986	1987	1988	1986	1987	1988
	15.0805				Sec.						
	Mechanical	See			P-Sec.	1,175	1,175	1,175	100	100	100
E	Design Tech.	15.9999			L-Adult						
N					S-Adult						
G											
I	15.9999				Sec.						
N	Eng. & Engineering				P-Sec.	425	425	425	20	20	20
E	Related Tech.,	9,160	10,620	329	L-Adult						
E	Other				S-Adult						
R											
I	41.0305				Sec.						
N	Oceanographic				P-Sec.	110	110	110	20	20	20
G	Tech.				L-Adult						
	(Physical)				S-Adult						
&											
	43.0105				Sec.						
E	Criminal Justice				P-Sec.	4,850	4,900	4,900	450	450	450
N	Tech.	32,270	42,830	3,402	L-Adult						
G					S-Adult	15,000	15,000	15,000			
R	43.0201				Sec.						
E	Fire Control &	See			P-Sec.	5	5	5	2	2	2
L	Safety Tech.	43.0203			L-Adult						
A					S-Adult						
T											
E	43.0203				Sec.						
D	Firefighting				P-Sec.	435	435	435	20	20	20
		4,970	5,970	176	L-Adult						
R					S-Adult	24,500	24,500	24,500			
	SUBTOTAL				Sec.						
	ENGINEERING &				P-Sec.	16,775	16,925	17,025	1,702	1,702	1,702
	ENGINEERING	58,260	74,420	4,439	L-Adult	135	135	135	40	40	40
	RELATED TECH.				S-Adult	72,645	72,645	72,645			
A	12.0301				Sec.						
L	Funeral Service				P-Sec.	80	80	80	5	5	5
L		330	360	9	L-Adult						
I					S-Adult						
E											
D	17.0101				Sec.	30	20	20	20	15	15
	Dental Assisting				P-Sec.						
H		2,940	3,810	214	L-Adult	390	390	390	100	100	100
E					S-Adult						
A											
L	17.0102				Sec.						
T	Dental Hygiene				P-Sec.	325	325	325	80	80	80
H		1,360	1,760	122	L-Adult						
					S-Adult						
	17.0103				Sec.						
	Dental Laboratory				P-Sec.	65	65	65	15	15	15
	Tech.	800	1,310	80	L-Adult						
					S-Adult						

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Program Area	CIP Number & Instructional Program	Employment Actual 1981	Employment Projected 1990	Annual Average Job Needs 1981-1990	Level*	Projected Enrollment 1986	Projected Enrollment 1987	Projected Enrollment 1988	Projected Completers 1986	Projected Completers 1987	Projected Completers 1988
ALLIED HEALTH	17.0205 Emergency Medical Tech. - Ambulance	270	350	25	Sec.						
					P-Sec.						
					L-Adult						
					S-Adult	18,000	18,000	18,000			
	17.0206 Emergency Medical Tech. Paramedic	960	1,000	29	Sec.						
					P-Sec.	275	275	275	25	25	25
					L-Adult						
					S-Adult						
	17.0208 Nuclear Medical Tech.	920	1,310	80	Sec.						
					P-Sec.	35	35	35	5	5	5
					L-Adult						
					S-Adult						
	17.0209 Radiograph Medical Tech.	1,390	2,050	129	Sec.						
					P-Sec.	515	515	515	125	125	125
					L-Adult						
					S-Adult						
	17.0210 Respiratory Therapy Tech.				Sec.						
					P-Sec.	390	390	390	115	115	115
					L-Adult						
					S-Adult						
	17.0211 Surgical Tech.	790	1,150	64	Sec.						
					P-Sec.						
					L-Adult	125	125	125	40	40	40
					S-Adult						
	17.0305 Clinical Laboratory	See 17.0309			Sec.	30	20	20	25	17	17
					P-Sec.						
					L-Adult						
					S-Adult						
	17.0309 Medical Laboratory Tech.	1,320	1,950	115	Sec.						
					P-Sec.	290	290	290	85	85	85
					L-Adult	30	30	30	10	10	10
					S-Adult						
	17.0401 Alcohol/Drug Abuse Speciality	See 17.0406			Sec.						
					P-Sec.	55	55	55	5	5	5
					L-Adult						
					S-Adult						
	17.0404 Home Health Aide	See 17.0406			Sec.	30	20	20	25	17	17
					P-Sec.						
					L-Adult						
					S-Adult						
	17.0406 Mental Health/ Human Services Tech.	2,810	4,080	269	Sec.						
					P-Sec.	940	940	940	80	80	80
					L-Adult						
					S-Adult						
	17.0503 Medical Assisting	1,380	2,010	133	Sec.	5,860	5,880	5,800	1,700	1,705	1,680
					P-Sec.	360	360	360	50	50	50
					L-Adult	550	550	550	60	60	60
					S-Adult						
	17.0506 Medical Records Tech.	430	630	42	Sec.						
					P-Sec.	95	95	95	10	10	10
					L-Adult						
					S-Adult						

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Program Area	CIP Number & Instructional Program	Employment Actual 1981	Employment Projected 1990	Annual Average Job Needs 1981-1990	Level*	Projected Enrollment 1986	Projected Enrollment 1987	Projected Enrollment 1988	Projected Completers 1986	Projected Completers 1987	Projected Completers 1988
	17.0507 Pharmacy Assisting	830	1,170	74	Sec.						
					P-Sec.	80	80	80	20	20	20
					L-Adult						
					S-Adult						
	17.0512 Veterinarian Assisting	4,100	6,020	353	Sec.						
					P-Sec.	120	120	120	25	25	25
					L-Adult						
					S-Adult						
	17.0513 Ward Clerk	See 17.0602			Sec.						
					P-Sec.						
					L-Adult	110	110	110	40	40	40
					S-Adult						
	17.0601 Geriatic Aide	See 17.0602			Sec.						
					P-Sec.	25	25	25	5	5	5
					L-Adult	15	15	15	10	10	10
					S-Adult						
ALLIED HEALTH	17.0602 Nursing Assisting	23,180	36,720	2,618	Sec.	80	100	100	60	80	80
					P-Sec.						
					L-Adult	620	620	620	300	300	300
					S-Adult						
	17.0605 Practical Nursing	11,390	16,430	1,179	Sec.						
					P-Sec.						
					L-Adult	2,750	2,750	2,750	600	600	600
					S-Adult						
	17.0701 Ophthalmic Dispersing	980	1,250	55	Sec.						
					P-Sec.	35	35	35	15	15	15
					L-Adult						
					S-Adult						
	17.0808 Occup. Therapy Assisting	300	420	24	Sec.						
					P-Sec.	55	55	55	5	5	5
					L-Adult						
					S-Adult						
	17.0815 Physical Therapy Assisting	780	1,130	70	Sec.						
					P-Sec.	190	190	190	25	25	25
					L-Adult						
					S-Adult						
	17.0817 Recreational Therapy Tech.	430	640	40	Sec.						
					P-Sec.	90	90	90	25	25	25
					L-Adult						
					S-Adult						
	17.9999 Allied Health, Others	Introduction			Sec.	1,200	1,200	1,000			
					P-Sec.						
					L-Adult						
					S-Adult	11,000	11,000	11,000			
	18.1101 Nursing, Gen. (Registered Nurse)	22,930	34,080	2,297	Sec.						
					P-Sec.	3,300	3,300	3,300	900	900	900
					L-Adult						
					S-Adult						
	SUBTOTOTAL ALLIED HEALTH	75,790	112,550	7,604	Sec.	7,230	7,240	6,960	1,830	1,834	1,809
					P-Sec.	7,710	7,710	7,710	1,620	1,620	1,620
					L-Adult	4,200	4,200	4,200	1,160	1,160	1,160
					S-Adult	29,000	29,000	29,000			

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Program Area	CIP Number & Instructional Program	Employment Actual 1981	Employment Projected 1990	Annual Average Job Needs 1981-1990	Level*	Projected Enrollment 1986	Projected Enrollment 1987	Projected Enrollment 1988	Projected Completers 1986	Projected Completers 1987	Projected Completers 1988
VOCATIONAL HOME ECONOMICS	04.0501 Interior Design	3,000	3,520	143	Sec.						
					P-Sec.	390	390	390	40	40	40
					L-Adult						
					S-Adult						
	20.0201 Child Care & Guidance, Gen.	6,620	9,220	661	Sec.	1,980	1,890	1,850	1,680	1,600	1,560
					P-Sec.						
					L-Adult						
					S-Adult						
	20.0202 Child Care Aide/ Assisting	See 20.0201			Sec.						
					P-Sec.						
					L-Adult	420	420	420	65	65	65
					S-Adult	1,700	1,700	1,700			
	20.0203 Child Care/ Management	See 20.0201			Sec.						
					P-Sec.	870	870	870	155	155	155
					L-Adult						
					S-Adult						
	20.0205 Teacher Aide	12,180	15,660	745	Sec.						
					P-Sec.	360	360	360	60	60	60
					L-Adult	120	120	120	25	25	25
					S-Adult						
	20.0301 Clothing Apparel & Textiles Mgmt. Prod. & Services, Gen.	See 48.0699			Sec.	1,540	1,470	1,390	1,000	950	900
					P-Sec.						
					L-Adult	200	200	200	65	65	65
					S-Adult	5,200	5,200	5,200			
	20.0401 Food Prod. Management & Serv. Gen.	103,020	137,110	7,908	Sec.	3,830	3,680	3,650	2,800	2,680	2,660
					P-Sec.	625	625	625	40	40	40
					L-Adult						
					S-Adult	7,400	7,400	7,400			
	20.0403 Cook/Chef	24,360	30,100	1,623	Sec.						
					P-Sec.						
					L-Adult	500	500	500	35	35	35
					S-Adult						
	20.0501 Home Furnishings & Equip. Mgmt., Gen.	See 04.0501			Sec.	100	90	80	90	80	70
					P-Sec.						
					L-Adult						
					S-Adult						
	20.0601 Institutional Home Management & Support Serv., Gen.	See 04.0501			Sec.	80	60	50	70	50	40
					P-Sec.						
					L-Adult						
					S-Adult						
	20.0606 Homemaker's Aide	4,800	7,050	619	Sec.						
					P-Sec.						
					L-Adult	250	250	250	10	10	10
					S-Adult						
	20.9999 Voc. Home Economics, Other	See 04.0501			Sec.	90	80	70	90	80	70
					P-Sec.						
					L-Adult						
					S-Adult						
	SUBTOTAL VOC. HOME ECONOMICS	149,180	195,610	11,080	Sec.	7,620	7,270	7,090	5,730	5,440	5,300
					P-Sec.	2,245	2,245	2,245	295	295	295
					L-Adult	1,490	1,490	1,490	200	200	200
					S-Adult	14,300	14,300	14,300			

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TRADE & INDUSTRIAL	06.2001 Trade & Indust. Supervision & Management	41,470	46,980	1,598	Sec.						
					P-Sec.	1,225	1,225	1,225	120	120	120
					L-Adult						
					S-Adult						
	10.0101 Educational Media Tech.	110	110	4	Sec.						
					P-Sec.	40	40	40	5	5	5
					L-Adult						
					S-Adult						
	10.0104 Radio/TV Production, Broadcasting, Tec.	1,490	1,900	66	Sec.						
					P-Sec.	65	65	65	5	5	5
					L-Adult	110	110	110	25	25	25
					S-Adult						
	12.0401 Personal Services, Gen.	21,240	27,350	1,651	Sec.	700	680	620	400	385	350
					P-Sec.						
					L-Adult						
					S-Adult	2,200	2,200	2,200			
	12.0403 Cosmetology	4,170	4,550	186	Sec.	1,050	960	900	340	300	285
					P-Sec.						
					L-Adult	2,750	2,750	2,750	475	475	475
					S-Adult						
	20.0305 Custom Tailoring & Alteration	1,630	2,070	105	Sec.						
					P-Sec.						
					L-Adult						
					S-Adult						
	43.0107 Law Enforcement	See 43.0105			Sec.	140	100	80	40	30	20
					P-Sec.						
					L-Adult						
					S-Adult						
	46.0102 Brick, Block & Stone Masonary	3,100	3,220	90	Sec.	4,300	4,210	4,170	1,100	1,070	1,060
					P-Sec.						
					L-Adult	350	350	350	45	45	45
					S-Adult	825	825	825			
	46.0201 Carpentry	15,690	18,540	1,026	Sec.	5,300	5,210	5,150	1,500	1,450	1,430
					P-Sec.						
					L-Adult	1,800	1,800	1,800	175	175	175
					S-Adult	2,800	2,800	2,800			
	46.0302 Electrician	15,450	16,880	396	Sec.	1,400	1,310	1,250	380	350	330
					P-Sec.						
					L-Adult	1,600	1,600	1,600	340	340	340
					S-Adult	1,650	1,650	1,650			
	46.0303 Lineworker (Electrical)	See 46.0302			Sec.						
					P-Sec.						
					L-Adult	35	35	35	15	15	15
					S-Adult	260	260	260			
	46.0401 Building Maintenance	18,600	21,370	594	Sec.	860	800	760	280	255	240
					P-Sec.						
					L-Adult						
					S-Adult						

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TRADE & INDUSTRIAL	46.0502 Pipefitting & Steamfitting	6,540	7,440	251	Sec.						
					P-Sec.						
					L-Adult	20	20	20	5	5	5
					S-Adult						
	46.0503 Plumbing	See 46.0502			Sec.	120	100	80	50	40	30
					P-Sec.						
					L-Adult	195	195	195	40	40	40
					S-Adult	75	75	75			
	46.9999 Construction Trades, Other	Introduction			Sec.	4,100	3,840	3,780			
					P-Sec.						
					L-Adult						
					S-Adult	1,800	1,800	1,800			
	47.0101 Electrical & Electronic Equip. Repairers, Gen.	7,540	8,520	214	Sec.	2,300	2,250	2,120	565	550	520
					P-Sec.						
					L-Adult						
					S-Adult						
	47.0102 Business Machine Repair	880	1,340	70	Sec.	20	20	20	15	15	15
					P-Sec.						
					L-Adult						
					S-Adult						
	47.0103 Communications Electronics	See 47.0101			Sec.						
					P-Sec.	165	165	165	15	15	15
					L-Adult	750	750	750	155	155	155
					S-Adult						
	47.0104 Computer Electronics	700	1,670	115	Sec.						
					P-Sec.						
					L-Adult	275	300	300	40	45	50
					S-Adult						
	47.0105 Industrial Electronics	See 47.0101			Sec.						
					P-Sec.						
					L-Adult	110	110	110	10	10	10
					S-Adult						
	47.0108 Small Appliance Repair	1,510	1,820	68	Sec.	20	20	20	18	18	18
					P-Sec.						
					L-Adult						
					S-Adult						
	47.0109 Vending & Recreation Machine Repair	900	880	19	Sec.						
					P-Sec.						
					L-Adult	20	20	20	5	5	5
					S-Adult						
	47.0201 Heating, Air Cond. Ref. Mech., Gen.	3,310	3,850	115	Sec.	280	240	200	60	50	40
					P-Sec.						
					L-Adult	1,725	1,725	1,725	250	250	250
					S-Adult	400	400	400			
	47.0302 Heavy Equipment Maintenance & Repair	25,970	27,650	764	Sec.						
					P-Sec.	65	65	65	15	15	15
					L-Adult	100	100	100	15	15	15
					S-Adult						
	47.0303 Industrial Machine Maintenance & Repair	2,290	2,700	82	Sec.						
					P-Sec.						
					L-Adult	1,350	1,350	1,350	210	210	210
					S-Adult						

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TABLE 1

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1986 - 1987 - 1988

Program Area	CIP Number & Instructional Program	Employment Actual 1981	Employment Projected 1990	Annual Average Job Needs 1981-1990	Level*	Projected Enrollment 1986	Projected Enrollment 1987	Projected Enrollment 1988	Projected Completers 1986	Projected Completers 1987	Projected Completers 1988
	47.0402 Gunsmithing				Sec.						
					P-Sec.						
					L-Adult	90	90	90	10	10	10
					S-Adult						
	47.0404 Musical Instrument Repair				Sec.						
					P-Sec.						
					L-Adult	25	25	25	5	5	5
					S-Adult						
	47.0408 Watch Repair	430	440	23	Sec.						
					P-Sec.						
					L-Adult	10	10	10	5	5	5
					S-Adult						
	47.0602 Aircraft Mechanics	1,560	2,020	75	Sec.						
					P-Sec.	75	75	75	20	20	20
					L-Adult	15	15	15	5	5	5
					S-Adult	900	900	900			
TRADE & INDUSTRIAL	47.0603 Automotve Body Repair	3,040	3,460	100	Sec.	700	650	640	220	200	180
					P-Sec.						
					L-Adult	1,475	1,475	1,475	200	200	200
					S-Adult						
	47.0604 Automotive Mechanics	15,620	18,400	659	Sec.	8,800	8,740	8,720	2,380	2,355	2,350
					P-Sec.						
					L-Adult	3,400	3,400	3,400	350	350	350
					S-Adult	3,000	3,000	3,000			
	47.0605 Diesel Engine Mechanic	5,120	5,870	201	Sec.	100	90	70	80	60	50
					P-Sec.						
					L-Adult	570	570	570	55	55	55
					S-Adult						
	47.0606 Small Engine Repair	310	250	6	Sec.	200	180	120	120	105	70
					P-Sec.						
					L-Adult	185	185	185	15	15	15
					S-Adult						
	47.9999 Mechanics & Repairers, Other		Introduction		Sec.	1,180	1,140	1,060			
					P-Sec.						
					L-Adult						
					S-Adult	80	80	80			
	48.0101 Drafting, General	5,340	6,850	236	Sec.	5,520	5,280	4,960	1,220	1,160	1,090
					P-Sec.						
					L-Adult						
					S-Adult	125	125	125			
	48.0102 Architectural Drafting	See 48.0101			Sec.						
					P-Sec.						
					L-Adult	175	175	175	40	40	40
					S-Adult						
	48.0105 Mechanical Drafting	See 48.0101			Sec.						
					P-Sec.						
					L-Adult	350	350	350	75	75	75
					S-Adult						
	48.0199 Drafting, Other	See 48.0101			Sec.						
					P-Sec.	35	35	35	10	10	10
					L-Adult						
					S-Adult	1,200	1,200	1,200			

* Level: Sec. - Secondary, P-Sec. - Post Secondary, L-Adult - Long Term Adult (Vocational), S-Adult - Short Term Adult (Extension).

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TABLE 1

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1986 - 1987 - 1988

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment			Projected Completers		
		Actual 1981	Projected 1990			1986	1987	1988	1986	1987	1988
	48.0201 Graphic & Printing Comm., General	7,960	9,360	310	Sec.	2,480	2,380	2,310	700	660	640
					P-Sec.	325	325	325	25	25	25
					L-Adult	100	100	100	15	15	15
					S-Adult	175	175	175			
	48.0203 Commercial Art	930	1,300	73	Sec.	100	80	60	25	20	15
					P-Sec.	2,700	2,700	2,700	85	85	85
					L-Adult	65	65	65	10	10	10
					S-Adult	400	400	400			
	48.0204 Commercial Photography	1,120	1,410	64	Sec.	180	170	160	150	140	130
					P-Sec.	150	150	150	20	20	20
					L-Adult						
					S-Adult						
	48.0207 Photographic Lab & Darkroom	1,190	1,740	95	Sec.						
					P-Sec.	20	20	20	15	15	15
					L-Adult						
					S-Adult						
TRADE & INDUSTRIAL	48.0303 Upholstering	10,490	12,160	377	Sec.	120	100	80	70	55	45
					P-Sec.						
					L-Adult	275	275	275	25	25	25
					S-Adult						
	48.0503 Machine Tool Oper. Machine Shop	22,165	26,670	1,025	Sec.	740	720	700	220	210	200
					P-Sec.	125	125	125	15	15	15
					L-Adult	2,100	2,100	2,100	250	250	250
					S-Adult	2,575	2,575	2,575			
	48.0506 Sheet Metal	5,300	6,490	249	Sec.	60	50	40	20	17	15
					P-Sec.						
					L-Adult						
					S-Adult						
	48.0507 Tool & Die Making	2,300	2,520	61	Sec.						
					P-Sec.						
					L-Adult	230	230	230	50	50	50
					S-Adult						
	48.0508 Welding, Brazing & Soldering	9,100	11,390	418	Sec.	900	880	860	280	270	265
					P-Sec.						
					L-Adult	2,900	2,700	2,700	325	325	325
					S-Adult						
	43.0699 Precision Work Assorted Materials Other	98,110	97,070	2,949	Sec.	350	350	350	230	230	230
					P-Sec.						
					L-Adult						
					S-Adult						
	48.0702 Furniture Making	14,950	16,830	644	Sec.	880	860	800	280	265	245
					P-Sec.	100	100	100	20	20	20
					L-Adult	10	10	10	5	5	5
					S-Adult						
	48.0703 Millwork & Cabinetmaking	1,110	1,340	76	Sec.	1,180	1,120	1,040	280	255	235
					P-Sec.						
					L-Adult						
					S-Adult						
	48.0799 Woodworking, Other	See 48.0702			Sec.						
					P-Sec.						
					L-Adult	20	20	20	15	15	15
					S-Adult						

* Level: Sec. - Secondary, P-Sec. - Post Secondary, L-Adult - Long Term Adult (Vocational), S-Adult - Short Term Adult (Extension).

BEST COPY

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1986 - 1987 - 1988

Program Area	CIP Number & Instructional Program	Employment Actual 1981	Employment Projected 1990	Annual Average Job Needs 1981-1990	Level*	Projected Enrollment 1986	Projected Enrollment 1987	Projected Enrollment 1988	Projected Completers 1986	Projected Completers 1987	Projected Completers 1988
	48.9999 Precision Production, Other	Introduction			Sec.	700	640	560			
					P-Sec.						
					L-Adult						
					S-Adult						
	49.0101 Air Transportation General	See 49.0102			Sec.	320	300	280	80	75	70
					P-Sec.						
					L-Adult						
					S-Adult						
	49.0102 Airplane Piloting & Navigation	390	540	22	Sec.						
					P-Sec.	65	60	60	5	5	5
					L-Adult						
					S-Adult						
	49.0202 Construction Equipment Operation	7,900	9,360	335	Sec.						
					P-Sec.						
					L-Adult	65	65	65	20	20	20
					S-Adult						
TRADE & INDUSTRIAL	49.0205 Truck & Bus Driving	43,510	48,590	1,347	Sec.						
					P-Sec.						
					L-Adult	225	225	225	125	125	125
					S-Adult						
	49.0301 Water Transportation, Gen.				Sec.	240	200	160	65	60	50
					P-Sec.						
					L-Adult						
					S-Adult						
	49.0303 Commercial Fishing Operation				Sec.						
					P-Sec.						
					L-Adult	5	5	5	2	2	2
					S-Adult	1,050	1,050	1,050			
	49.0306 Marine Maintenance	130	170	7	Sec.						
					P-Sec.						
					L-Adult	65	65	65	15	15	15
					S-Adult						
	49.9999 Transportation & Material Moving, Other	Introduction			Sec.	80	70	60			
					P-Sec.						
					L-Adult						
					S-Adult						
	50.0201 Crafts, General	15,980	19,470	641	Sec.						
					P-Sec.						
					L-Adult	55	55	55	10	10	10
					S-Adult	2,100	2,100	2,100			
	50.0202 Ceramics				Sec.						
					P-Sec.						
					L-Adult	50	50	50	5	5	5
					S-Adult						
	SUBTOTAL TRADE & INDUSTRIAL EDUCATION	338,965	389,232	14,097	Sec.	45,420	43,740	42,180	11,168	10,650	10,220
					P-Sec.	5,155	5,155	5,155	375	375	375
					L-Adult	23,630	23,470	23,470	3,437	3,442	3,447
					S-Adult	21,615	21,615	21,615			

* Level: Sec. - Secondary, P-Sec. - Post Secondary, L-Adult - Long Term Adult (Vocational), S-Adult - Short Term Adult (Extension).

TABLE 1 a

NORTH CAROLINA VOCATIONAL EDUCATION PLAN FOR MEETING CONSUMER & HOMEMAKING NEEDS FY 1986 - 1987 - 1988

Prog. ram	CIP NUMBER and Instructional Program	Level	Projected Enrollment 1986	1987	1988
CONSUMER & HOMEMAKING	20.0101 Comprehensive Consumer & Homemaking	Sec.	25,380	25,120	24,740
		P-Sec.			
		L-Adult			
		S-Adult			
	20.0102 Child Development, Care & Guidance	Sec.	1,180	1,060	980
		P-Sec.			
		L-Adult			
		S-Adult	1,200	1,200	1,200
	20.0103 Clothing & Textiles	Sec.	980	900	760
		P-Sec.			
		L-Adult			
		S-Adult	7,000	7,000	7,000
	20.0104 Consumer Education	Sec.	760	700	620
		P-Sec.			
		L-Adult			
		S-Adult			
	20.0105 Exploratory	Sec.	8,410	8,320	7,440
		P-Sec.			
		L-Adult			
		S-Adult			
	20.0108 Food & Nutrition	Sec.	2,400	2,320	2,200
		P-Sec.			
		L-Adult			
		S-Adult	5,000	5,000	5,000
	20.0110 Housing, Home Furnishing & Equipment	Sec.	340	320	300
		P-Sec.			
		L-Adult			
		S-Adult	1,100	1,100	1,100
	20.0199 Personal Management for Wage Earning/ Career	Sec.	120	100	80
		P-Sec.			
		L-Adult			
		S-Adult			
	SUBTOTAL CONSUMER & HOMEMAKING	Sec.	39,570	38,840	37,120
		P-Sec.			
		L-Adult			
		S-Adult	14,300	14,300	14,300

TABLE 1 b

VOCATIONAL EDUCATION PLAN FOR MEETING JOB SKILL TRAINING NEEDS
PROJECTIONS FOR JOB OPENINGS, ENROLLMENTS AND COMPLETERS
FY 1986 - 1987 - 1988

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level*	Projected Enrollment			Projected Completers		
		Actual 1981	Projected 1990			1986	1987	1988	1986	1987	1988
INDUSTRIAL ARTS	21.0101 Introduction Industrial Arts, General				Sec.	4,240	4,200	4,020			
					P-Sec.						
					L-Adult						
					S-Adult	5,500	5,500	5,500			
	21.0102 Construction				Sec.	1,080	1,040	980			
					P-Sec.						
					L-Adult						
					S-Adult						
	21.0103 Drafting				Sec.	2,200	2,100	2,000			
					P-Sec.						
					L-Adult						
					S-Adult						
	21.0104 Electricity/ Electronics				Sec.	330	300	200			
					P-Sec.						
					L-Adult						
					S-Adult						
	21.0105 Energy, Power & Transportation				Sec.	720	680	620			
					P-Sec.						
					L-Adult						
					S-Adult						
	21.0106 Graphic Arts				Sec.	1,020	980	910			
					P-Sec.						
					L-Adult						
					S-Adult						
	21.0107 Manufacturing/ Materials				Sec.	9,400	9,340	8,960			
					P-Sec.						
					L-Adult						
					S-Adult						
	SUBTOTAL INDUSTRIAL ARTS				Sec.	18,990	18,680	17,690			
					P-Sec.						
					L-Adult						
					S-Adult	5,500	5,500	5,500			
REMEDIAL	32.0101 Remedial				Sec.						
					P-Sec.	3,100	3,100	3,100			
					L-Adult	550	550	550			
					S-Adult						
	SUBTOTAL REMEDIAL				Sec.						
					P-Sec.	3,100	3,100	3,100			
					L-Adult	550	550	550			
					S-Adult						

TABLE 1 b

VOCATIONAL EDUCATION PLAN
INDUSTRIAL ARTS, REMEDIAL AND PREVOCATIONAL PROGRAMS
FY 1986 - 1987 - 1988

Prog-ram	CIP NUMBER and Instruct-ional Program	Level	Projected Enrollment 1986	Projected Enrollment 1987	Projected Enrollment 1988
	Basic Vocational Skills (Pre-Vocational Education)	Sec.	93,872	93,680	93,220
		P-Sec.			
		L-Adult			
		S-Adult			
PREVOCATIONAL	Occupational Exploration (Industrial Arts)	Sec.	18,990	18,340	17,690
		P-Sec.			
		L-Adult			
		S-Adult			
	SUBTOTAL BASIC VOCATIONAL SKILLS	Sec.	112,862	112,020	110,910
		P-Sec.			
		L-Adult			
		S-Adult			
	Other Not Elsewhere Classified	Sec.	5,220	5,140	5,020
		P-Sec.			
		L-Adult			
		S-Adult			
	SUBTOTAL INDUSTRIAL ARTS, REMEDIAL, & PREVOCATIONAL	Sec.	118,082	117,160	115,930
		P-Sec.	3,100	3,100	3,100
		L-Adult	550	550	550
		S-Adult	5,500	5,500	5,500

TABLE 1 c

SUMMARY OF PROJECTED ENROLLMENT AND COMPLETERS
BY MAJOR PROGRAMS
FY 1986 - 1987 - 1988

Program Area	CIP Number & Instructional Program	Employment		Annual Average Job Needs 1981-1990	Level	Projected * Enrollment			Projected ** Completers		
		Actual 1981	Projected 1990			1986	1987	1988	1986	1987	1988
	SUBTOTAL SKILL DEVELOPMENT PROGRAMS	1,478,325	1,753,927	79,008	Sec.	103,540	100,602	96,347	35,058	34,124	32,489
					P-Sec.	81,791	81,873	81,946	7,679	7,679	7,679
					L-Adult	31,210	31,395	31,620	4,917	4,927	4,937
					S-Adult	171,880	171,880	171,880			
	SUBTOTAL SPECIAL PROGRAMS				Sec.	118,082	117,500	115,930			
					P-Sec.	3,100	3,100	3,100			
					L-Adult	550	550	550			
					S-Adult	5,500	5,500	5,500			
	SUBTOTAL CONSUMER AND HOMEMAKING				Sec.	39,570	38,840	37,120			
					P-Sec.						
					L-Adult						
					S-Adult	14,300	14,300	14,300			
	STATE TOTALS	1,602,045	1,884,597	83,634	Sec.	261,192	256,942	249,397	35,058	34,124	32,489
					P-Sec.	84,891	84,973	85,046	7,679	7,679	7,679
					L-Adult	31,760	31,945	32,170	4,917	4,927	4,937
					S-Adult	191,680	191,680	191,680			

NOTE: *Projected vocational enrollment includes all students enrolled in vocational programs in grades 7-12.

**Projected vocational completers include only those students completing, primarily from grade (12), a sequence of courses for a given program.

3.04

ASSESSMENT OF NEED

Table 2

	Students	Handicapped	Disadvantaged	Limited English Proficiency	Adults	Single Parent/ Homemaker	Inmate
Career Awareness	X	X	X	X			
Career Exploration	X	X	X	X			
Career Guidance	X	X	X	X	X	X	X
Career Selection	X	X	X	X	X	X	X
Skill Training	X	X	X	X	X	X	X
Basic Education				X	X	X	X
H. S. Equivalency		X	X	X	X	X	X
Up-grading Training					X	X	
Develop Self-Confidence		X	X	X	X		X
Job Motivation			X	X	X	X	X
Cooperative Education	X	X	X	X		X	
Work Experience	X	X	X	X		X	
Apprenticeship					X	X	
Job Placement	X	X	X	X	X	X	
Financial Assistance		X	X	X	X	X	

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
State Administration - Projected Budget $972,834	
1. Provide for state administration of Title II, Part A activities.	1a. Activities, programs, and services provided to increase vocational opportunities for handicapped, disadvantaged, and sex equity.
Provide for State administration of Title II, Part B activities.	1b. Activities, programs, and services provided for vocational education program improvement, innovation, and expansion.
Planning	
1. Planning will be designed to facilitate maintenance, improvement, innovation, and expansion of high quality programs germane to employment opportunities and skill development requirements.	1a. Education and training programs will provide participants state-of-the-art curricula, equipment, and facilities relevant to their career objective. 1b. Education and training programs will be designed/modified to accommodate individual learning styles and abilities.
2. State and local planning will be designed to maximize the utilization of agencies, groups, and individuals concerned with the education and training of clientele referenced in the Act.	2a. Improved cooperation between agencies, groups and individuals will contribute to efficient use of personnel, facilities and resources. 2b. Duplication of effort in education and training will be minimized and/or avoided through joint planning.

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
Planning	
3. Services and activities which facilitate participants education and training commensurate with their individual interests and abilities will be provided at all levels of education and training.	3a. Participants will acquire education and training in an environment conducive to learning according to individual differences.
TITLE II, PART B:	
Research - Projected Budget $200,000	
1. Identify needed research; disseminate RFPs; receive proposals; coordinate selection of contractors; and fund program improvement activities for vocational education.	1a. Vocational practitioners will be provided with documented answers to timely questions related to the intent of the new legislation.
2. Initiate new research and/or development projects commensurate with the intent of Federal vocational legislation. Potential areas to be addressed are: instructional and learning technology; inter-discipline education and training; program and process accountability; and improvement of the teacher preparation system.	2a. Vocational practitioners will be provided with documented answers to timely questions related to the intent of the new legislation.
3. Train a cadre of individuals to serve as vocational program improvement resource aides to local school systems.	3a. The movement of research results into action will be increased in local education agencies.

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
Research	
4. Install computerized, data-based system for generating and managing vocational education program improvement activities.	4a. The efficiency and efficacy of program improvement activities will be improved and thus higher quality of services will be delivered within less time to state-level and field personnel as well as to potential participants in the program improvement research and development process.
5. Monitor and provide technical assistance to on-going program improvement activities.	5a. Execution of program improvement projects will be facilitated thus assuring compliance with project guidelines and legislation.
6. Install an intra-state research reporting and local practices network.	6a. A linker mechanism among vocational educators will be provided to expedite the movement of research results into action.
7. Initiate collaborative research and/or development efforts (on instructionally-related issues) with established state and national institutions and consortia.	7a. The amount of time between identification of a problem issue and possible strategies for its resolution will be decreased.
8. Initiate collaborative research with business and industry, especially in the areas of personnel/employee training, new product development, and business management.	8a. Linkage with business and industry will be established as a source of input into program design, operation, and financial support.

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
TITLE II, PART B:	
Guidance and Counseling - Projected Budget ($1,729,887)	
1. Provide state leadership and technical assistance to local education agencies in the areas of program planning, implementation and evaluation of vocational guidance, counseling, and placement services.	1a. A statewide system of vocational guidance counseling, and placement will be improved and expanded.
2. Assist local education agencies who have employed vocationally approved personnel to specifically improve, expand, and extend career guidance and counseling programs.	2a. Local units will have adequately trained personnel to specifically meet the career and vocational development needs of students.
3. Assist vocationally funded counselors expand business and industry coordination.	3a. Students will have a better understanding of the world of work.
4. Provide resources and consultant services to assist locally funded guidance personnel to address the needs of vocational students for:	4a. Vocational students will develop skills that will allow them to:
- adequate career decision-making skills. - equal access to vocational education services and activities. - elimination of sex, age, handicapping conditions, and race stereotyping. - current labor market information and resources. - sequential employability skills. - on-the-job training opportunities to include apprenticeships.	- acquire self-assessment, career planning, career decision-making, and employability skills. - make the transition from education and training to employment. - develop skills in stable, new and emerging fields in high technology areas. - obtain and use information on financial assistance for postsecondary, vocational education, and job training. - encourage the elimination of sex, age, handicapping conditions, and race bias and stereotyping.

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
TITLE II, PART B:	
Guidance and Counseling	
- job placement of students. - follow-up of vocational students. - business/industry collaboration. - apprenticeships, internships and shadowing.	- reflect the collaboration of the community to include business/industry/labor. - provide on-the-job training experiences for students. - placement of students in the job market. - conduct follow-up studies on students for improved program planning. - enable local counselors opportunities for internships in business and industry.
TITLE II, PART A:	
Handicapped - Projected Budget $1,292,479	
1. Provide supplemental vocational instruction to handicapped student in accordance with a written Individualized Education Plan.	1a. Approxiamately 15,000 handicapped students will receive additional instruction designed to meet their individual needs.
2. Provide comprehensive vocational assessment for handicapped students enrolled in vocational education programs.	2a. Handicapped students will receive an assessment of their interest, ability and vocational potential which will enable them to enroll in a skill development program that will meet their interest and needs.

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
TITLE II, PART A:	
Handicapped	
3. Provide transitional services which will encompass a broad array of services and experiences which will lead to sustained employment.	3a Handicapped students who will leave school within three years will have a systematically planned program that will provide vocational training in high school and assistance through the initial years of employment.
4. Provide cooperative strategies and internships in conjunction with vocational programs in which students are enrolled.	4a. Twelfth grade handicapped students to the extent possible will have coordinated work experience which will enable them to make a smooth transition from school to work.
5. Provide assistance and support to vocational teachers in the areas of curriculum and equipment modification.	5a. Improvement in vocational programs and instruction.
TITLE II, PART A:	
Disadvantaged - Projected Budget $2,843,454	
1. Provide state and federal resources to assist local education agencies the following services and activities for disadvantaged students:	1a. Approximately 40,000 disadvantaged students in grades 7-12 will benefit from:

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
Disadvantaged	
(a) Assessment of interest, abilities and special needs of students enrolled in vocational education.	(a) Increased knowledge of students vocational potential and special needs.
(b) Outreach activities and services for students.	(b) Increased awareness of students and parents of the vocational opportunities available and eligibility requirements of each program.
(c) Supplemental instruction in vocational program areas.	(c) Enhanced vocational instruction designed to meet the individual needs of students.
(d) Basic skills remediation when necessary to enhance student's vocational instructional programs and carry out the purpose of vocational education.	(d) Improved correlation of basic and vocational instruction designed to prepare students for the job market.
(e) Assistance and support to vocational teachers in the areas of curriculum modification and development.	(e) Improvement in vocational programs and instruction.
(f) Additional counseling activities.	(f) Increased employability skills, self esteem and career decision ability of students.

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
TITLE II, PART A:	
Disadvantaged	
2. Provide financial assistance to needy disadvantaged student through work-study opportunities.	2a. Approximately 900 economically disadvantaged students will receive financial assistance.
3. Develop and implement cooperative vocational strategies and internship for disadvantaged students in conjunction with vocational programs in which students are enrolled.	3a. Approximately 5,300 students will have coordinated on-the-job training opportunities through several vocational programs.
4. Provide placement services for students who have successfully completed vocational training.	4a. All disadvantaged students completing vocational programs will have assistance in obtaining employment.

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3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
TITLE II, PART A:	
Sex Bias/Stereotyping - Projected Budget $452,368	
1. Request, evaluate and fund competitive projects for LEAs to eliminate sex bias and stereotyping through:	1a. Sex equity programs, activities and services which improve access to quality vocational education and training opportunities statewide for students in grades 7-12:
(a) Guidance, counseling, assessment, placement data analysis and related guidance programs, activities and services that are responsive to the changing patterns of men and women in the labor force.	(a) Information and guidance which is responsive to and facilitates the changing patterns of males and females in vocational education and in the existing and future labor force.
(b) Separate vocational education programs or courses which have as their purpose the elimination of sex bias and stereotyping and/or the infusion of sex equity.	(b) Elimination of the limiting effects of sex role socialization.
(c) Support services, programs and activities for females and/or non-traditional students.	(c) Educational support for students' selection of non-traditional educational and occupational patterns.
(d) Programs that provide work experience and/or marketable skills experiences that are not traditional for the students' sex.	(d) Facilitation of career decisions based on on individual interests, abilities and aptitudes rather than on social stereotypes.
(e) Programs, services and/or activities that provide remediation in basic academic and/or vocational skills development to open career options to females and/or non-	(e) Additional remediation to improve the academic foundations and career options for females and non-traditional students to aid in entry to the newer technol[illegible]s.

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES		BENEFITS	
TITLE II, PART A:			
Sex Bias/Stereotyping			
2.	Provide state leadership, training, personnel development and/or technical assistance to local education agencies in providing for male and female students who desire to enter occupations that are not traditionally associated with their sex.	2a.	Support, improvement, strengthening and initiation of programs, services and activities to eliminate barriers to equal access to vocational education for all students and to reduce the limiting effects of sex role stereotyping on job skills, occupations, levels of competency and careers.
3.	Provide support services for individuals in vocational education programs, services and activities to eliminate sex bias and stereotyping for girls and women aged 14-21.	3a.	Assure that individuals who are inadequately served under vocational education programs, have access to quality programs, especially individuals who are disadvantaged, handicapped, or individuals who are entering nontraditional occupations.

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
TITLE II, PART B:	
Curriculum Development - Projected Budget $100,000	
A. Provide state leadership and coordination for the research, development, revision and selection of up-to-date competency based and relevant curriculum pertinent to the workplace and to new and emerging technologies.	
1. Identification and evaluation of instructional software and other materials to improve, expand and modernize the instructional process.	1a. Students will have access to learning experiences and supplemental resources commensurate with their learning styles, needs, and level of development.
2. Development, revision or purchase of state-of-the art curriculum guides for all programs.	2a. Teachers will have access to current information for planning and managing the teaching/learning process.
3. Distribution of curriculum materials developed in relationship to research and program innovations.	3a. Teachers will be provided with instructional materials that will enhance the teaching/learning process.

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

TITLE II, PART B:

Personnel Development - Projected Budget $500,000

ACTIVITIES	BENEFITS
1. Provide a scholarship program for individuals desiring degree certification in a vocational program area.	1a. More individuals will be in training to become vocational education teachers.
2. Revise vocational education certification guidelines to include part-time personnel and provisionally certified personnel.	2a. Individuals employed on a part-time basis as well as provisionally certified should be better prepared instructors.
3. Update the Division of Vocational Education Management Plan to include specific goals and objectives for the training of employed vocational personnel to include teachers, counselors, teacher educators, and state and local administrators. This will include priorities in new and related fields, equity, and special populations.	3a. Employed vocational personnel will be kept up to date, both technically and professionally.
4. Collect statewide data on the quality and quantity of vocational education personnel. This data will be shared with institutions of higher education for use in planning for vocational teacher education.	4a. Programs that provide the training for potential vocational personnel will make efforts to improve the quality and quantity of potential personnel based on data provided.

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
TITLE II, PART B:	
Program Improvement, Innovation and Expansion - Projected Budget $7,336,451	
1. Provide for statewide program improvement, innovation, and expansion.	1a. Activities and services will be provided to each eligible recipient to expand, improve, modernize, and develop quality vocational programs.
Innovative Programs, Services and Activities	
Principles of Technology	
1. Select 20 sites to field test a principles of technology program during the 1985-86 school year.	1a. Approximately 400 students (20 per site) will be enrolled in the pre-technical program. One class of 20 students be enrolled for the field test, however, an LEA may elect to serve more students if student demand/interest is sufficient.
	1b. Students will receive state-of-the art technology education/training relevant to labor market needs.
2. During the 1986-87 school year the students in the 1985-86 field test would complete the 2nd year of the field test.	2a. Prepare the students for enrollment in post-secondary training in a technical field.
	2b. Prepare the students to complete their training in private industry or military technical training programs.
3. During the 1986-87 school year, 50-75 additional sites will be selected to field test Units 1-7.	3a. Thousands of 11th graders will be offered the opportunity to enroll in a pre-technical course.

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
Principles of Technology (con't)	
4. During the 1987-88 school year, any LEA that has the proper resources will be encouraged to offer the Principles of Technology course to their students.	4a. Most students will have the opportunity to enroll in the pre-technical course in their local high school.
5. During the 1987-88 school year, the students enrolled in the 50-75 sites will have the opportunity to complete the 2nd year of the Principles of Technology.	5a. Prepare the students for enrollment in post-secondary training in a technical field. 5b. Prepare the students to complete their training in private industry or military technical training programs.
Telecommunications:	
1. Develop alternative models for delivering vocational education and implement program models within the state to include a rural education model delivering vocational education to sparsely populated areas; a Community-Based Vocational Education and and Training Model utilizing available resources from secondary, post-secondary, business and industry, and JTPA; and a Training Model for delivering staff development to the teachers involved in the projects.	1a. Improved services to students and teachers with an innovative cost effective and efficient approach to class scheduling instructional methods, and instructional personnel. Equal access to comprehensive vocational programs by students who live in isolated areas of the state. Provide opportunities to both youth and adults through the networking of community resources within an extended day concept.

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
TITLE II, PART B:	
Prevocational Education	
1. Provide state leadership and technical assistance to local education agencies in prevocational education.	1a. A statewide system of prevocational education will be improved and expanded for the presently enrolled 86,757 students (approximately).
2. Provide local, state, and federal resources to local education agencies to employ an adequate number of vocationally trained personnel to organize, implement, and evaluate prevocational programs for middle/junior high school students.	2a. An adequate number of trained teachers will improve program effectiveness.
3. Implement prevocational programs that will assist students with: . decision-making skills . self assessment . career exploration . employability skills . employer contacts . the development of a personalized education plan	3a. Prevocational programs will assist students in the: . use of assessed abilities, interests, and ambitions in career decision-making. . use of guidance and counseling services to develop a tentative four-year educational plan. . development of leadership and citizenship skills through participation in the vocational student organization.

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
TITLE II, PART B: Vocational Student Organizations	
1. Promote the implementation of vocational student organization activities for all students in every local program of vocational education.	1a. To motivate students and to enhance, enrich, and supplement the instructional program.
2. Provide funds for vocational student organization instructional materials supplies and equipment.	2a. To facilitate the effective operation of local units for each of the vocational student organizations.
3. Provide funds for local staff development and for state level leadership/service functions for vocational student organizations.	3a. Higher levels of teacher competency for VSO work; more effective operation of VSO activities on local, regional, state and national levels.

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
TITLE II, PART B:	
Cooperative Education	
1. Cooperative vocational on-the-job training will be conducted through program areas at skill development levels in 142 local education agencies.	1a. Approximately 26,000 students will have opportunities to participate in cooperative on-the-job training at the skill development level through several program areas.
2. The cooperative vocational education method will be used with disadvantaged and handicapped students enrolled in regular programs who are receiving supportive services when maturity and skill levels indicate a positive transition from school to work can be made.	2a. Approximately 5,300 students will have the opportunity to participate in cooperative education at the skill development level through several program areas.
3. Disadvantaged/handicapped programs will place students for cooperative on-the-job training when maturity and skill levels indicate a positive transition from school to work can be made.	3a. The focus of disadvantaged/handicapped special programs will become one of skill development for jobs. Transitional counseling will become a greater priority.
4. Disadvantaged and handicapped students will be involved in cooperative on-the-job training or a work site internship during the time they are enrolled.	4a. The focus of vocational assessment and transitional services will be to ensure the employability of the handicapped student.

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
TITLE II, PART B: Cooperative Education	
5. Staff members with assignments to serve disadvantaged and handicapped student will serve as liaison with special education, JTPA, and the business community.	5a. Planning and coordination of all vocational services for handicapped and disadvantaged students will be enhanced.
TITLE II, PART B: Industrial Arts Education	
1. Provide state level leadership and resources to ensure that Industrial Arts programs are improved and expanded in the secondary schools.	1a. Industrial Arts instructional programs will expand and improve in quality through state leadership, technical assistance and in-service training for teachers. Curriculum development for courses related to the understanding about the contemporary aspects of industry and technology, and additional materials and equipment will be provided.
	1b. Approximately 18,000 Industrial Arts students will benefit from programs designed to assist them in: a) making meaningful occupational choices and/or b) preparing them for entry into post-secondary education/training programs.

3.04

TABLE 3 a

LEVEL: Secondary

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

TITLE II, PART B:

Evaluation

ACTIVITIES	BENEFITS
1. 20% of all eligible recipients will be evaluated annually.	1a. Program improvement will be expedited based on assessment of administrative, and instructional services and activities.
	1b. Facilities and equipment will be improved by assessments based on quality standards.
	1c. Programs will be assessed based on relevance to labor market needs and skill requirements.
	1d. Program modification/adaptation will be assessed based on the needs of special populations.
2. Follow-up assessment of student completers will ascertain student accomplishments and needs pertaining to training relevant to employment.	2a. Relationship between training and job accomplishments, satisfaction and needs will reflect desirable changes to modify/improve services and activities.
	2b. Relationship between training and employment in career objective occupation reflects appropriateness of training to employment needs.

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
TITLE II, PART B:	
Follow-Up	
1. Provide annual follow-up of all student completers of vocational programs along with their respective employers.	1a. Analyzed data will be provided SEA and LEA personnel for the purpose of Program Improvement.
Reporting	
1. Enrollment data will be collected, analyzed and compiled for distribution to interested clientele.	1a. Enrollment data will contribute to data-based management of programs, services and activities.
	1b. Data-based enrollment analysis will contribute to improved, modified, expanded, terminated and new programs.
TITLE III - PART B	
Consumer/Homemaker Education - Projected Budget $968,140	
1. Instructional programs, services and activities designed to prepare youth and adults for the occupation of homemaker.	1a. Students will develop competencies in food and nutrition, consumer education, family living parenthood, child development and guidance, housing, home management, and clothing and textiles.
2. Provide services and activities for special populations.	2a. Programs will be conducted in economically depressed areas; encourage participation of traditionally underserved populations; eliminate sex bias and stereotyping; address priorities and emerging concerns at the local state, and national levels.

3.04

TABLE 3 a

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

LEVEL: Secondary

ACTIVITIES	BENEFITS
TITLE III - PART B	
Consumer/Homemaker Education	
3. Program development and improvement of instruction and curricula.	3a. Students will learns to manage individual and family resources, make consumer choices, manage home and work responsibilities, manage individual and family crises, strengthen parenting skills, assist aged and handicapped individuals, improve nutrition, conserve limited resources, understand new technology, and apply consumer and homemaker skills to jobs and careers.
4. Support services and activities designed to ensure the quality and effectiveness of programs.	4a. Provide innovative and exemplary projects community outreach to underserved populations, application of academic skills, curriculum development, research, program evaluation, development of instructional materials, teacher education, upgrading of equipment, teacher supervision, and state administration and leadership, including activities of the student organization.
5. Sharing of information gained through program services and activities.	5a. Information gained through program services and activities will be shared with administrators for the purpose of program planning and other benefits.

3.04

TABLE 3 b

LEVEL: Postsecondary - Adult

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
Administration - Projected Budget $486,410 Provide for a state staff to administer vocational education programs.	Improve programs, services and activities for handicapped, disadvantaged, adults, single parents and homemakers, criminal offenders, and increase the equal access to vocational educational education programs.
Sex Equity Coordinator - Projected Budget ($46,000) A full-time individual will assist in reviewing the State's progress in providing equal education opportunity in vocational education and providing leadership and technical assistance toward elimination of sex bias and discrimination in vocational education.	Provide an opportunity for prospective students to become informed of the wide variety of jobs and thereby make a more informed selection of a vocational technical program based upon individual interest, aptitude and ability.
TITLE II: PART A Vocational Education Opportunities	
Handicapped - Projected Budget $646,230 Federal and state resources will be allotted to assist eligible recipients in providing supplemental programs, services and activities, which will provide for the improvement of vocational education services and activities for handicapped individuals.	The programs, services and activities provided will assist postsecondary and adult handicapped to succeed in vocational education and develop employment skills.

3.04

TABLE 3 b

LEVEL: Postsecondary - Adult

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
Disadvantaged - Projected Budget $1,421,706	
Federal and state resources will be allotted to assist eligible recipients in providing supplemental programs, services and activities, which will provide for the improvement of vocational education services and activities for disadvantaged individuals.	The programs, services and activities will assist postsecondary and adult disadvantaged to succeed in vocational education and develop employment skills.
Adult Training - Projected Budget $2,326,451	
Federal and state funds will be allotted to eligible recipients to provide, improve, and expand adult and postsecondary vocational education services and activities to train and retrain adults.	The programs, services and activities provided will assist adult and postsecondary students to develop employment skills.
Single Parent or Homemaker - Projected Budget $1,647,903	
Federal funds will be allotted to eligible recipients to provide vocational education and training activities including basic literacy education, provide information on vocational education, child care, and make vocational education and training more accessible to single parents or homemakers.	The programs, services and activities provided will assist a single parent or homemaker to attain a basic education and develop employment skills.

3.04

TABLE 3 b

LEVEL: Postsecondary - Adult

PLANNED USES OF FEDERAL FUNDS
FY 1986, 1987, 1988

ACTIVITIES	BENEFITS
Sex Bias and Stereotyping - Projected Budget $226,180	
Federal funds will be allotted to eligible recipients to provide for child care, programs, services and activities to eliminate sex bias and stereotyping in vocational education programs.	The programs, services and activities provided will assist girls and young women age 18 through 25 to develop employment skills and enable the participants to support themselves and their families.
Criminal Offenders - Projected Budget $193,871	
Federal funds will be allotted to eligible recipients to provide programs, services and activities to criminal offenders who are serving in correctional institutions to meet the special needs of these individuals.	The programs, services and activities provided will assist criminal offenders to attain a basic education and develop employment skills.

3.05 DISTRIBUTION OF FUNDS:

The State Board's shall require a local application from eligible recipients for all programs under Title II and III of the Act.

(a) Application from eligible recipients - Secondary

(1) Each eligible recipients will prepare a local application (plan) covering FY 1986, 1987, 1988 which shall reflect:

(A) The vocational education programs, services, and activities proposed to be funded.

(B) The coordination with relevant programs conducted under the Job Training Partnership Act to avoid duplication.

(C) The local application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.

(b) Local application exemption - Secondary

The State Board will not exempt any eligible recipients from submitting a local plan for the three year period covered by the State Plan and an annual application each year.

(c) Application from eligible recipients - Postsecondary

Each eligible recipient will prepare a local application (plan) covering FY 1986, 1987, and 1988 which shall reflect:

(1) The vocational education programs, services, and activities proposed to be funded.

(2) The coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act, to avoid duplication.

(3) The Local application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.

(d) Local application exemption - Postsecondary

The State Board of Community Colleges may exempt an eligible recipient from the requirement of providing a local application based on criteria described in 3.11 of this State Plan.

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(e) Approval of local application

The approval of the local application from eligible recipients will be based on the content of the application in relation to the requirements of the Act.

(f) Amendments to local applications

The eligible recipients will amend or reaffirm the local application periodically based on State and/or local determinations.

(g) Planned uses of Federal funds

The funding level by purpose of the Act is listed in Table 4.

(h) Federal funds allotted to eligible recipients

More than 50% of the funds available will be allotted to eligible recipients in economically depressed areas. The division of funds between economically depressed areas and non-economically depressed areas is listed in Table 5.

(i) The Board will allocate eighty percent (80%) of all Federal funds for Part A and B of Title II to eligible recipients.

(j) The State Board shall use carryover funds for FY 1986 to facilitate the transition year as set forth in the Act. The funds as identified in Table 6 are being carried over by the categories designated in order to satisfy unmet special requirements (i.e. setaside percentages) mandated by the Vocational Education Amendments Act of 1976. Prior commitment of these funds to eligible recipients is imperative to avoid adverse effects on programs and services for the disadvantaged and handicapped in addition to continuing planning, research, staff development, curriculum development, and sex equity activities which will contribute to improving education/training opportunities commensurate with labor market demands and job opportunities. Table 6.

(k) The State Board, in keeping with its cooperative agreement with the State Board of Community Colleges, will distribute Federal funds as reflected in Table 7.

3.05
Table 4
Level State

NORTH CAROLINA
PLANNED USES OF FEDERAL FUNDS

FY 1986 - 1987 - 1988

FUNDING CATEGORIES		FEDERAL FUNDS BUDGETED	NON-FEDERAL FUNDS BUDGETED
TITLE II:		20,846,337	19,949,549
State Administration	(7%)	1,459,244	* 1,723,410
Sex Equity Coordination		(86,002)	
(Balance for PARTS A & B)		19,387,093	18,226,139
Guidance and Counseling		(1,729,887)	(1,750,000)
Local Administration			*
PART A: Voc. Ed. Opportunities	(57%)	11,050,642	9,342,320
Handicapped	(10%)	1,938,709	* 2,209,709
Disadvantaged	(22%)	4,265,160	* 4,806,160
Adult Training	(12%)	2,326,451	* 2,326,451
Single Parent/Homemaker	(8.5%)	1,647,903	
Sex Bias/Stereotyping	(3.5%)	678,548	
Corrections	(1%)	193,871	
PART B: Program Improvement	(43%)	8,336,451	* 8,883,819
Curriculum Development		100,000	
Personnel Development		500,000	
Program Improvement/ Innovation/Expansion		7,336,451	
Innovative Programs		200,000	
Research		200,000	

* Non-Federal Funds must be equal to or greater than Federal funds

( ) Non-Add Figures

TITLE III: SEE FOLLOWING PAGE

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3.05
Table 4
Level State

NORTH CAROLINA
PLANNED USES OF FEDERAL FUNDS

FY 1986 - 1987 - 1988

FUNDING CATEGORIES		FEDERAL FUNDS BUDGETED	NON-FEDERAL FUNDS BUDGETED
TITLE III:			
Local Administration			*
PART A:			
Community Based Organizations			
State Administration			
PART B:			
Consumer/Homemaker Education		968,140	968,140
Economically Depressed Areas	(1/3rd)	(581,086)	(581,086)
State Administration			
PART C:			
Adult Training/Retraining/ Employment			
State Administration			
PART D:			
Career Guidance & Counseling			
Sex Bias/Stereotyping	(20%)		
Leadership Activities	(6%)		
State Administration			
PART E:			
Industry-Education Partnership			
State & Local Administration	(10%)		
State/Local Funds			#
Business/Industry Share			#

* Non-Federal funds must be equal to or greater than Federal funds

# 50% matching required of which 25% from State/local funds and 25% from participating firms

( ) Non-Add Figures

3.05
Table 5
Level State

NORTH CAROLINA
FEDERAL FUNDS ALLOTTED TO ELIGIBLE RECIPIENTS

SECONDARY AND POSTSECONDARY
STATE TOTALS
FY 1986 - 1987 - 1988

FUNDING CATEGORIES	ECONOMICALLY DEPRESSED AREAS	NON-ECONOMICALLY DEPRESSED AREAS
TITLE II:	10,441,559	7,606,188
PART A:		
Handicapped	963,663	975,046
Disadvantaged	2,231,773	2,033,487
Adult Training	2,326,451	
Single Parent/Homemaker	661,167	986,736
Sex Bias/Stereotyping		678,548 *
Corrections		193,871 *
PART B:		
Program Improvement/Innovation Expansion	4,258,505	2,738,500
TITLE III:	581,086	387,054
PART A:		
Community Based Organizations		
PART B:		
Consumer/Homemaker Education	581,086	387,054
PART C:		
Adult Training/Retraining/ Employment		
PART D:		
Career Guidance & Counseling		
PART E:		
Industry-Education Partnership		
Total Federal Funds Allotted to Eligible Recipients	11,022,645	7,993,242

* Cannot split until grants to recipients are determined by application

3.05
Table 6
Level: State

CARRY OVER *
TRANSITION YEAR
1985-86

	SECONDARY	POSTSECONDARY
PART I		
Planning	$ 5,000	$ 42,000
PART II		
Programs	$ -0-	
Disadvantaged	531,000	149,000
Handicapped	261,000	171,000
Equipment	10,000	
Sex Equity	23,000	
Administration	112,213	
	$ 937,213	$ 320,000
PART III		
Research	$ 30,000	$ 30,000
Curriculum	30,000	5,000
Personnel Development	55,000	
Guidance	-0-	
Administration	19,787	
	$ 134,787	$ 35,000
PART IV		
Special Disadvantaged	$ 6,000	$ 112,000
PART V		
Home Economics	$ -0-	$ -0-
GRAND TOTAL	$ 1,083,000	$ 509,000

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* Carry Over funds granted and which will be expended in accordance with PL 94-482.

3.05
Table: 7
Level: State

NORTH CAROLINA DISTRIBUTION BETWEEN SECONDARY and POSTSECONDARY - NORTH CAROLINA

FISCAL YEAR 1985-86

1985-86 Grant	$21,814,477
Less Title III, Part B (H.E.)	968,140
Total Title II Available	$20,846,337
Less 7% Administration	1,459,244
Total Title II for Distribution	$19,387,093

In applying the distribution percentages for secondary and postsecondary used since the 1963 Legislation (2/3 secondary-1/3 postsecondary), the following distribution is made:

Item/Category	Secondary	Comm. Coll	Total
Title II Administration (2/3-1/3)	$ 972,834	$ 486,410	$ 1,459,244
Part A:			
Handicapped (2/3-1/3)	1,292,479	646,230	1,938,709
Disadvantaged (2/3-1/3)	2,843,454	1,421,706	4,265,160
Adult (100% CC)	0	2,326,451	2,326,451
Single Parents (100% CC)	0	1,647,903	1,647,903
Sex Equity (2/3-1/3)	452,368	226,180	678,548
Corrections (100% CC)	0	193,871	193,871
	$ 5,561,135	$ 6,948,751	$12,509,886
Part B:			
Program Improvement	$ 8,336,451	$ 0	$ 8,336,451
	$13,897,586	$ 6,948,751	$20,846,337
Title III			
Part B (Home Economics)	$ 968,140	$ 0	$ 968,140
1985-86 Distribution	$14,865,726	$ 6,948,751	$21,814,477

Basic Grant Title Allotment	$20,846,337
Minimum 80% to eligible recipients	16,677,070
	$ 4,169,267
Less: Total Basic Grant available for Admin	1,485,591
Basic Grant available for other state	$ 2,683,676

1. DISTRIBUTION OF FUNDS - SECONDARY

Priority Distribution Criteria - Since the North Carolina State Board of Education and the North Carolina State Board of Community Colleges elect to provide federal vocational education funds to all local educational agencies and postsecondary institutions, they shall give priority consideration in the funding formula to those which are located in economically depressed areas or areas with high rates of unemployment, and are unable to provide the resources necessary to meet the vocational education needs of those areas without Federal assistance.

A. Formula Distribution of Funds - Secondary

The State Board of Education will allocate resources to eligible recipients based on the following:

Title II - Part A

1. Set Asides
   (a) Handicapped
   The State Board shall distribute 50% of the Federal and State Vocational Handicapped funds to Local Educational Agencies (LEAs) on a formula based on the following:

FACTOR

Relative number of Economically Disadvantaged students enrolled in each LEA prior year to total enrolled in all LEAs prior year. The remaining 50% shall be distributed on a formula based on the following:

FACTOR

Relative number of Vocational Handicapped students served in each LEA prior year to total vocational students served in all LEAs prior year.

(b) Disadvantaged
The State Board shall distribute 50% of the Federal and State Disadvantaged funds to LEAs on a formula based on the following:

FACTOR

Relative number of Disadvantaged Vocational Students and LEP vocational students served in vocational education prior year to total enrolled in all LEAs in both categories prior year. The remaining 50% shall be distributed on a formula based on the following:

FACTOR

Relative number of Economically Disadvantaged students enrolled in each LEA prior year to total enrolled in all LEAs prior year.

(c) Sex Equity
The State Board shall distribute the Federal Vocational Sex Equity funds to eligible recipients based upon competitive applications in accordance with criteria established by the State. Such criteria shall include but not be limited to, consideration for one or more of the following

1. Economically depressed areas or areas with high rates of unemployment.
2. Programs, services and activities to eliminate sex bias and stereotyping in secondary vocational education, or
3. Vocational education programs, services and activities for females, ages 14 - 21 designed to enable the participants to support themselves, or
4. Support services for individuals participating in vocational education programs, services and activities which are designed to eliminate sex bias and stereotyping.

TITLE II - PART B

1. Program Improvement/Guidance and Counseling
The State Board shall distribute the Federal Vocational Improvement/Guidance and Counseling funds to LEAs on a formula which consist of the following:

	FACTORS	POINT VALUE	
		Statewide Average Percent	
		Below	Above
(1)	Concentration of Low Income Families	0-40	41-60
(2)	Average Daily Membership in Grades 7 - 12	0-40	

(See Special Provisions for 1985-1986)

TITLE III - PART B

1. Consumer Homemaking
The State Board shall distribute the Federal Vocational Consumer Homemaking funds to LEAs on a formula which consist of the following:

	FACTORS	POINT VALUE	
		Statewide Average Percent	
		Below	Above
(1)	Concentration of Low Income Families	0-40	41-60
(2)	Average Daily Membership in Grades 7 - 12	0-40	

B. Matching Funds

The State Board of Education and the LEAs shall provide an overall state match to federal funds. The LEAs contribution will be determined based on their relative ability to pay.

C. LEP Expenditure Requirements

Each LEA must expend in Disadvantaged Funds a percent of their Disadvantaged Allotment on Vocation LEP Students that is equal to the same proportion as the number of individuals with limited English proficiency served by each eligible recipient within the State in the fiscal year preceding the fiscal year for which the determination is made bears to the population of the State in that year.

D. Factor Descriptions

1. Economically Disadvantaged Students

The economically disadvantaged student is determined by students eligible for free or reduced price school lunches as determined for Chapter I Funds.

2. Economically Depressed Area

This data is based upon the current Department of Commerce 1980 Census Study for Low Income Families. Priority is given to local recipients whose percent of low income families exceeds that of the statewide average as rated in the census data.

3. Relative Ability to Pay

County property tax valuation is obtained from the North Carolina Department of Revenue, Tax Research Division. County population is obtained from the North Carolina Department of Administration, Division of State Planning. County property tax valuation divided by county population equals tax valuation per capita. Personal income is given a weight of 75% and property valuation a weight of 25%. The two indices are compiled and ranked into quartiles which determine the LEAs reimbursement percentage rate of 68 or 85, 70 or 95, and 74 or 100 percent.

E. Fund Allotments - Disadvantaged and Handicapped

The State Board shall distribute to each LEA the State Vocational Education funds required to match federal funds for the disadvantaged and the handicapped, based on the following formula:

	Factor	Point Value
(1)	Concentration of Low Income Families	18-32
(2)	Relative Financial Abilities	18-32
(3)	Economically Depressed Areas	5-20
	a. Designated Area Reimbursement Rate (0-6)	
	b. General Unemployment (5-14)	
(4)	Average Daily Membership (ADM)	4-16
	Range of Points	45-100

After the total allotments are calculated, the LEAs State and federal allotment will be combined into a single allotment, one for each of the disadvantaged and the handicapped.

The combined allotment for the disadvantaged shall require a local match of twenty-six percent (26%) to thirty-two percent (32%) based upon ability to pay. The combined allotment for handicapped will not require local matching.

(j) Formula Distribution of Funds - Postsecondary

The State Board of Community Colleges will allocate resources to eligible recipients based on the following:

Title II - Part A

(a) Set Asides

(1) Handicapped
The State Board shall distribute 50% of the handicapped funds to eligible recipients based on the number of economically disadvantaged individuals enrolled in each eligible recipient as compared to the total number of economically disadvantaged individuals enrolled in all eligible recipients within the State.

The State Board shall distribute 50% of the handicapped funds to eligible recipients based on the number of handicapped individuals served as compared to the total number of handicapped individuals served by all eligible recipients within the State.

(2) Disadvantaged
The State Board shall distribute 50% of the disadvantaged funds to eligible recipients based on the number of economically disadvantaged individuals enrolled in each eligible recipient as compared to the total number of economically disadvantaged individuals enrolled in all eligible recipients within the State.

The State Board shall distribute 50% of the disadvantaged funds to eligible recipients based on the number of disadvantaged individuals and individuals with the limited English proficiency served compared to the total number of disadvantaged individuals and individuals with limited English proficiency served by all eligible recipients within the State.

(3) Adult Training
The State Board shall distribute adult training funds to eligible recipients in proportion to their vocational/technical FTE as compared to the total vocational/technical FTE of all eligible recipients within the State.

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(4) Single Parent and Homemaker
The State Board shall distribute part of these funds to eligible recipients in proportion to their vocational/technical FTE as compared to the total vocational/technical FTE of all eligible recipients within their areas. The remainder of these funds will be distributed specifically for day care or transportation services to eligible recipients based upon the receipt and approval of a project proposal.

(5) Sex Equity
The State Board shall distribute sex equity funds to eligible recipients based on the receipt and approval of a project proposal.

(6) Corrections
The State Board shall distribute correction funds to eligible recipients based on the receipt and approval of a project proposal.

(b) Matching Funds
The State Board shall distribute state funds to provide a 100% match to each eligible recipient receiving handicapped, disadvantaged, and adult training funds.

(c) Factors (To determine distribution of funds)

(1) Economically depressed areas - Concentration of low income families within the area of each eligible recipient as compared to the State average of low income families within the area of all eligible recipients.

(2) FTE - 704 contact hours per year, per vocational/technical student.

(3) Economically disadvantaged - the criteria for determining the economically disadvantage, which will be used in calculating the handicapped or disadvantaged funding, will be one or more of the factors stated in 3.15 (b).

(4) Limited English Proficient - the minimum amount of funds to be expended for services to the limited English proficient will be determined by the number of LEP served by the eligible recipient during the preceding program year divided by the State population for that year.

(d) The General Assembly's action in appropriating funds to the Community College System was to reduce the State level funding by $400,000. Since the total appropriation for 1985-86 was greater than two years ago, federal funds have not supplanted State funds.

3.06 METHODS OF ADMINISTRATION

(a) The State will provide for such methods of administration as are necessary for the proper and efficient administration of the Act;

(b) Designation of Full-Time Personnel to Eliminate Sex Bias
The State Boards of Education and Community Colleges shall assign full time personnel to assist in fulfilling the purposes of the Act by:

(1) "Administering the program of vocational education for single parents and homemakers described in Title II A, Section 201(f) and the sex equity program described in Title IIA, Section 201(g);

(2) "Gathering, analyzing, and disseminating data on the adequacy and effectiveness of vocational education programs in the State in meeting the education and employment needs of women (including preparation for employment in technical occupations, new and emerging occupational fields, and occupations regarded as nontraditional for women), and on the status of men and women students and employees in such programs;

(3) "Reviewing vocational education programs (including career guidance and counseling) for sex stereotyping and sex bias, with particular attention to practices which tend to inhibit the entry of women in high technology occupations, and submitting (i) recommendations for inclusion in the State plan for programs and policies to overcome sex bias and sex stereotyping in such programs, and (ii) an assessment of the State's progress in meeting the purposes of this Act with regard to overcoming sex discrimination and sex stereotyping;

(4) "Reviewing proposed actions on grants, contracts, and the policies of the State board to ensure that the needs of women are addressed in the administration of this Act;

(5) "Developing recommendations for programs of information and outreach to women concerning vocational education and employment opportunities for women (including opportunities for careers as technicians and skilled workers in technical fields and new and emerging occupational fields);

(6) "Providing technical assistance and advice to local educational agencies, postsecondary institutions, and other interested parties in the State, in expanding vocational opportunities for women; and

(7) "Assisting administrators, instructors, and counselors in implementing programs and activities to increase access for women (including displaced homemakers and single heads of households) to vocational education and to increase male and female students' enrollment in nontraditional programs.

(c) Private Industry Council
The State Boards shall make available to each private industry council established under Section 102 of the Job Training Partnership Act within the State a listing of all programs assisted under the Act.

(d) Technical Committees
The State Board, in consultation with the State Council and the State Board of Community Colleges will establish two or more technical committees to advise the Board and the Council on the development of model curricula to address State labor market needs.

(1) Representation and Membership of the Committees

The membership of the committees will consist of individuals representative of employers from relevant industries, occupations, or professional organizations for which the committee is established.

(2) Terms of Membership

The term of membership for the members shall relate to the function and purpose of the committees as set forth in the Act.

(3) Functions of the Committees

(A) Develop an inventory of skills that define state-of-the-art model curricula;
(B) Identify, by the inventory of skills process, the type, level of knowledge, and skills needed for entry, retention, and advancement in occupational areas taught in the State.

(e) Rules and Policies
The imposition of any State rule or policy relating to the administration and operation of programs funded by this Act (including any rule or policy based on State interpretation of any Federal law, regulation, or guideline) shall be identified as a State imposed requirement.

(f) Transition Provisions
The State Board may expend funds received under the Carl D. Perkins Vocational Education Act or under the Vocational Education Act of 1963 for 1985 - 1986 to -

(1) conduct planning for any program or activity authorized under the Carl D. Perkins Vocational Act; and

(2) conduct any other activity deemed necessary to provide for an orderly transition to the operation of programs under the Carl D. Perkins Vocational Education Act.

(g) Assessment of Student Needs and Special Groups

(1) Methods of Assessment

The State Boards' will assess the needs of students and special populations by the following processes:

(A) Interest Surveys
(B) Assessment of Academic Development
(C) Assessment of Vocational Aptitudes
(D) Assessment of Learning Styles
(E) Assessment of Special Needs

Special emphasis will be placed on technical assistance, sex equity and OCR reviews.

(h) Local Plan for Vocational Education - Secondary

The local plan for vocational education will contain four components, each with a separate function. Part I will contain assurances required for conducting quality vocational programs in LEAs for three years and compliance with the Carl D. Perkins Vocational Act, PL 98-524, and accompanying rules and regulations. Part II will contain a three year Vocational Improvement Plan (VIP). This three year plan will identify yearly improvements needed determined by relevant data-based assessments. Part III will contain the local annual application for federal funds. In it, each local education agency will set forth the vocational education programs, services and activities that the LEA proposes to fund the following year. Part III of the local plan will be updated annually. Part IV will contain the accountability report for those programs, activities and services proposed in the previous year's local plan.

(i) Distribution of Funds:
Funds to Economically Depressed Areas

The State Boards shall require a local application from eligible recipients for all programs under Title II and III of the Act.

(a) Application from eligible recipients.

Each eligible recipient will prepare a local application (plan) covering FY 1986, 1987, and 1988 which shall reflect:

(1) The vocational education programs, services, and activities proposed to be funded.

(2) The coordination with relevant programs conducted under the Job Training Partnership Act and the Adult Education Act, to avoid duplication.

(3) The local application shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.

(b) Local application exemption.

The State Board's may exempt an eligible recipient from the requirement of providing a local application based on criteria described in 3.11 of this State Plan.

(c) Approval of local application.

The approval of the local application from eligible recipients will be based on the content of the application in relation to the requirements of the Act.

(d) Amendments to local applications.

The eligible recipients will amend or reaffirm the local application periodically based on State and/or local determinations.

(j) State Administration Organization

(1) The State administration organization for the Department of Public Instruction and the Department of Community Colleges is presented by line staff functions in the appendices. (Exhibit 7)

(k) Criteria For Services and Activities for the Handicapped and Disadvantaged

(1) Each local education agency will have the responsibility for ensuring that all handicapped and disadvantaged students have equal access to the full range of vocational opportunities provided for non-handicapped and non-disadvantaged individuals, including occupationally specific courses, cooperative education, and apprenticeship programs. The State will monitor all specialized activities and services to ensure that the following criteria are met:

(A) Proper procedures will be used to identify all disadvantaged and handicapped students in the school system at least one year before the student enters ninth grade.

(i) Handicapped students will be identified by the Division of Programs for Exceptional Children using criteria established in Rules and Regulations Governing Programs for Exceptional Children in North Carolina.

(ii) Disadvantaged students will be identified using criteria established in the Rules and Regulations for implementing the Carl D. Perkins Vocational Education Act.

(B) Adequate provisions will be made to assess the interest, ability, and special needs of each handicapped and disadvantaged student who enrolled in a vocational program.

(i) Each local education agency receiving an allocation of funds for programs under Section 204 will establish vocational assessment activities utilizing a combination of diagnostic instruments, validated for use with the Target Population, designed to measure interest, academic development in relation to occupationally specific courses, vocational aptitude and learning potential and style.

(C) Adequate supplemental services must be provided which will assist handicapped, disadvantaged, and limited English-proficient students achieve vocational competencies necessary for entry-level employment. Supplemental services and activities may include the following:

(i) Additional instruction in occupationally specific courses;

(ii) Basic skills remediation, if necessary in order for the student to achieve minimum vocational competencies and access to vocational training. Any basic skills remediation is subject to State Board approval;

(iii)Curriculum development/modification and equipment adaptation;

(iv) In-service training for vocational teachers;

(v) Placement services for students who have successfully completed vocational training;

(vi) Follow-up support for handicapped students as needed after graduation;

(vii)Additional counseling services to improve work behavior, attitudes, and habits;

(viii)Coordination of cooperative and internship strategies and apprenticeships in conjunction with the vocational program in which the student is enrolled.

(D) All supplemental services and activities for handicapped students will be provided in the least restrictive environment in accordance with section 612 (5)(B) of the Education of the Handicapped Act and will be included as a component of the Individualized Education Plan.

(E) Adequate provisions will be made to implement counseling and career development activities that will facilitate the transition from school to post-school employment.

(i) Additional counseling services will be provided in accordance with special needs identified in the student's career development plan.

(ii) All counseling activities will be provided by professionally trained counselors.

(F) Recruitment, enrollment and job placement procedures must be designed to assure that all special needs students are assured equal access to programs.

(i) Program admission procedures will be: (a) clearly stated; (b) validated as non-discriminating against students of a particular race, color, sex, handicap, or limited-English proficiency; (c) consistent with established secondary standards; described in the Vocational Education Program of Studies, Revised; (d) consistent with admissions standards as described in the Educational Guide (Catalogue) of the North Carolina Community College System.

(ii) Developed in cooperation with vocational teachers, special education teachers, local administrators, and counselors.

(iii) All disadvantaged and handicapped students will be provided the preceding information through an orientation session, individual conferences, or written materials.

(iv) Disadvantaged and handicapped secondary students and their parents will receive information about vocational education opportunities, and program admission procedures at least one year before the student enters the grade level at which vocational education programs are first generally available, but in no case later than the beginning of the ninth grade. Vocational education in North Carolina begins in grade nine.

(v) All parents of handicapped and disadvantaged secondary students will be provided such information through written communication or individual conferences.

(G) The State Board may use the portion of its allotment for Part A of Title II for any fiscal year for the improvement of vocational education services and activities designed to provide equal access to quality vocational education to disadvantaged individuals, the costs of services and activities which apply the latest technological advances to courses of instruction, and, subject to the following provisions the acquisition of modern machinery and tools.

Funds available to each recipient under Part A of Title II for the disadvantaged may be expended for the acquisition of modern machinery and tools in schools at which at least 75 percent of the students enrolled are economically disadvantaged.

3.07 JOINT PLANNING AND COORDINATION WITH OTHER AGENCIES

The State Board will appoint a committee to expedite the planning and coordination requirements set forth in Section 113(b)(10) of the Act. The committee entitled "The State Vocational Education Planning and Coordination Committee" will meet two or more times annually to carry out it's functions.

(a) Representation and Membership of the Committee

The committee membership will consist of individuals who possess administrative authority/decision making positions he or she represents in the following agencies:

(1) Job Training Partnership Act - N. C. Department of Natural Resources and Community Development, Division of Employment and Training;

(2) Adult Education Act - N. C. Department of Community Colleges, Continuing Education Services;

(3) Elementary and Secondary Education Act of 1965 - N. C. Department of Public Instruction;

(4) Education of the Handicapped Act - N. C. Department of Public Instruction, Division of Exceptional Children;

(5) Rehabilitation Act of 1973 - N. C. Department of Human Resources, Division of Vocational Rehabilitation;

(6) Apprenticeship - N. C. Department of Labor, Division of Education and Training;

(7) Adult Correction - N. C. Department of Correction;

(8) Youthful Offenders - N. C. Department of Human Resources, Division of Youth Services;

(9) Sex Equity - N. C. Department of Administration, Council on the Status of Women;

(10) Industry - N. C. Department of Commerce, Industrial Development;

(11) Labor Market - N. C. Department of Commerce, Employment Security Commission, State Occupational Information Coordinating Committee;

(12) State Council on Vocational Education.

(b) Terms of Membership

The term of membership for each member will be three years. Membership will be rotating. Therefore, the initial term of membership will be determined at the first meeting by lottery. Those drawing numbers 1 - 4 will serve for three years. Those drawing numbers 5 - 8 will serve for two years. Those drawing numbers 9 - 12 will serve for one year. Each appointment thereafter will serve for three years. The Agency, Department, Division, or Council will recommend the replacement when a member's term expires. The State Director of Vocational Education shall serve as chair of this committee.

(c) Functions of the Committee

(1) Assist the State Board to implement the purpose of the Carl D. Perkins Vocational Education Act, PL 98-524.

(2) Provide assistance for developing funding procedures to ensure maximum utilization of resources for providing services and activities to eligible recipients.

(3) Recommend coordination techniques which will prevent duplication of effort with other boards, agencies, councils, groups or individuals.

(4) Provide assistance in the development of policies and procedures that will ensure improvement, expansion and evaluation of programs in relation to the individual needs of participants and the employment needs of the State.

(5) Recommend procedures/strategies that will ensure the provision of services and activities to individuals without regard to race, sex, national origin or handicapping condition.

(6) Provide assistance in the identification of labor market needs in existing, expanding and new occupations and the job skills required to meet those needs.

(7) Provide assistance in the identification of other education/ training programs outside the purview of secondary and postsecondary education.

(8) Provide assistance in the identification of techniques/ strategies to improve services and activities for disadvantaged, handicapped, and limited English proficiency individuals.

(9) Provide assistance in the identification of techniques/ strategies to improve services and activities for single parents and homemakers and to overcome sex bias and stereotyping in employment and training.

(10) Provide assistance in the identifiction of techniques/ strategies to improve services and activities for adults in need of training and retraining.

(11) Provide assistance in the identification of techniques/ strategies to improve services and activities for criminal offenders in correctional institutions.

3.08 COMMENTS ON PLAN BY STATE LEGISLATURE

The State Board will submit the State Plan for Vocational Education to the State legislature by March 1, for review and comments. Comments by the State legislature which are not addressed in the State Plan will be submitted with the plan to the Secretary. (See Appendix 6).

3.09 COMMENTS ON PLAN BY STATE JOB TRAINING COORDINATING COUNCIL

The State Board will submit the State Plan for Vocational Education to the State Job Training Coordinating Council by March 1, for review and comment. Comments by the State Job Training Coordinating Council which are not addressed in the State plan will be submitted with the plan to the Secretary. (See Appendix 5).

3.10 COMMENTS ON PLAN BY STATE COUNCIL ON VOCATIONAL EDUCATION

The State Board will submit the State Plan for Vocational Education to the State Council on Vocational Education by March 1, for review and comment. Comments by the State Council on Vocational Education and the State Board responses will be submitted with the plan to the Secretary. (See Appendix 4).

3.11 EXCEPTIONS TO SUBMITTING LOCAL APPLICATIONS

(a) Secondary - See Section 3.05 of this plan.

(b) The State Board of Community Colleges may exempt an eligible recipient from the requirement of providing a local application if the following criteria is met:

  (1) A relatively few vocational education programs, services, and activities are provided, and

  (2) A limited total amount (less than $1,000.00) of Federal and State funds are provided.

3.12 PROGRAMS FOR DISLOCATED WORKERS

The coordination of vocational education programs, services and activities with the programs of assistance for dislocated workers funded under Title III of the Job Training Partnership Act will be accomplished through the functioning of the committee described in Sec. 3.07 of the Plan and through the services and activities of the staffs of vocational education, State Job Training Coordinating Council and Employment Security Commission.

3.13 DESCRIPTION OF PROGRESS

A description of the progress the State has made in achieving the goals set forth in each State plan subsequent to the initial 3-Year State plan will be completed and included in subsequent state plans.

3.14 CRITERIA USED TO DESIGNATE ECONOMICALLY DEPRESSED AREAS

The State has used the percent of low income families by county to determine economically depressed areas. Those counties designated as economically depressed are the counties in which the ratio of low income families is larger than the average ratio for the State. The latest available census data was used in the development of the criteria.

3.15 CRITERIA USED TO IDENTIFY ECONOMICALLY DISADVANTAGED FAMILIES OR INDIVIDUALS

The following criteria will be used to determine the economically disadvantaged, which will be used in calculating the handicapped and disadvantaged funding.

(a) Secondary

  (1) Eligibility for Chapter I free or reduced priced school lunch.

(b) Postsecondary

  (1) Annual income at or below the official poverty line established by the Director of the Office of Management and Budget:

  (2) Eligibility for Aid to Families with Dependent Children or other public assistance programs:

  (3) Receipt of a Pell Grant or comparable state program of need based financial assistance: and

  (4) Eligibility for participation in programs assisted under Title II of the JTPA.

Due to revisions, the page numbers referenced in comments on the plan may change and will be indicated by footnotes.

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NORTH CAROLINA

Exhibit 1

WAKE COUNTY

AGREEMENT BETWEEN THE NORTH CAROLINA STATE BOARD OF EDUCATION (THE STATE BOARD OF VOCATIONAL EDUCATION) AND THE STATE BOARD OF COMMUNITY COLLEGES

Pursuant to Section 111 of P. L. 98-524 (The Carl D. Perkins Vocational Education Act) the State Board of Education is authorized to delegate responsibilities for the administration and operation of federally funded vocational education programs to other state agencies.

Pursuant to this Agreement between the State Board of Education and the State Board of Community Colleges, the State Board of Education shall direct its Controller's Office, to allocate certain federal vocational education funds to the State Board of Community Colleges. These funds shall be allocated pursuant to the resolution adopted by the State Board of Education at its March, 1980 meeting and pursuant to Section 115C-158 of the General Statutes of North Carolina.

The State Board of Education, through its Controller's Office, agrees to reimburse the State Board of Community Colleges for the expenditure of funds eligible for reimbursement from federal sources and in accordance with the resolution referenced in paragraph two above. Reimbursement will be made upon written documentation from the State Board of Community Colleges verifying the expenditures of said funds and will be contingent upon the availability of federal funds to the State Board of Education.

The State Board of Community Colleges, through the Department of Community Colleges, and its State President makes the following assurances;

(1) That the operation of those postsecondary and adult vocational and technical programs, services and activities under its jurisdiction and exclusive of the vocational programs provided by or through the public school system and which are funded with federal vocational education funds shall be planned, implemented, administered, supervised, and conducted pursuant to the General Statutes of North Carolina, the North Carolina State Plan for Vocational Education, P. L. 98-524, and applicable federal rules and regulations.

(2) That the State Board of Community Colleges, through the Department of Community Colleges, shall develop the postsecondary portion of the State Plan for Vocational Education and shall provide other required reports in adequate numbers at such times as may be required by P. L. 98-524.

Exhibit 1

The State Board of Education will insure that its Controller's Office and Division of Vocational Education will provide to the Department of Community Colleges such coordination as may be appropriate and/or required to comply with the General Statutes of North Carolina, the North Carolina State Plan for Vocational Education and P. L. 98-524.

The State Board of Education and the State Board of Community Colleges agree to cooperate in fulfilling the responsibilities and requirements involved in utilizing the federal vocational education funds referenced in this Agreement.

The effective date of this Agreement will be July 1, 1985 through June 30, 1988.

For the State Board of Community Colleges

3/15/85 John A. Forlines Jr.
Date Chairman, North Carolina State Board of Community Colleges

3/15/85 Robert W. Scott
Date State President, North Carolina Department of Community Colleges

For the State Board of Education

4/17/85 Barbara M. Tapscott
Date Chairman, North Carolina State Board of Education

4/17/85
Date State Superintendent of Public Instruction

Exhibit 2

Definitions

(1) The term 'administration' means activities of a State necessary for the proper and efficient performance of its duties under this Act, including supervision, but does not include curriculum development activities, personnel development, technical assistance, or research activities.

(2) The term 'apprenticeship training program' means a program registered with the Department of Labor or the State apprenticeship agency in accordance with the Act of August 16, 1937, known as the National Apprenticeship Act, which is conducted or sponsored by an employer, a group of employers, or a joint apprenticeship committee representing both employers and a union, and which contains all terms and conditions for the qualification, recruitment, selection, employment, and training of apprentices.

(3) The term 'area vocational education school' means -

"(A) a specialized high school used exclusively or principally for the provision if vocational education to individuals who are available for study in preparation for entering the labor market;

"(B) the department of a high school exclusively or principally used for providing vocational education in no less than five different occupational fields to individuals who are available for study in preparation for entering the labor market;

"(C) a technical institute or vocational school used exclusively or principally for the provision of vocational education to individuals who have completed or left high school and are available for study in preparation for entering the labor market; or

"(D) the department or division of a junior college or community college or university operating under the policies of the State board and which provides vocational education in no less than five different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if, in the case of a school, department, or division described in subparagraph (C) or this subparagraph, it admits as regular students both individuals who have completed high school and individuals who have left high school.

(4) The term 'career guidance and counseling' means those programs (A) which pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decisionmaking, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and labor market needs, trends, and opportunities, and (B) which assist them in making and implementing informed educational and occupational choices.

(5) The term 'community-based organization' means any such organization of demonstrated effectiveness described in section 4(5) of the Job Training Partnership Act.

(6) The term 'construction' includes construction of new buildings and acquisition, and expansion, remodeling, and alteration of existing buildings, and includes site grading and improvement and architect fees.

(7) The term 'cooperative education' means a method of instruction of vocational education for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related vocational instruction by alternation of study in school with a job in any occupational field, but the two experiences must be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks, or other periods of time in fulfilling the cooperative program.

(8) The term 'criminal offender means any individual who is charged with or convicted of any criminal offense, including a youth offender or a juvenile offender.

(9) The term 'correctional institution' means any -

"(A) prison,
"(B) jail,
"(C) reformatory,
"(D) work farm,
"(E) detention center, or
"(F) halfway house, community-based rehabilitation center or, any other similar institution designed for the confinement or rehabilitation of criminal offenders.

(10) The term 'council' means the National Council on Vocational Education.

(11) The term 'curriculum materials' means instructional and related or supportive material, including materials using advanced learning technology, in any occupational field which is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

(12) The term 'disadvantaged' means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school.

(13) The term 'economically depressed area' means an economically integrated area within any State in which a chronically low level of economic activity or a deteriorating economic base has caused such adverse effects as (A) a rate of unemployment which has exceeded by 50 per centum or more the average rate of unemployment in the State, or in the Nation, for each of the three years preceding the year for which such designation is made, or (B) a large concentration of low-income families, and for which such designation for the purposes of this Act is approved by the Secretary as consistent with these and such other criteria as may be prescribed, and with the purposes of this Act.

(14) The term 'eligible recipient' means a local educational agency or a postsecondary educational institution.

(15) The term 'handicapped,' when applied to individuals, means individuals who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired persons, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance.

(16) the term 'high technology' means state-of-the-art computer, microelectronic, hydraulic, pneumatic, laser, nuclear, chemical, telecommunication, and other technologies being used to enhance productivity in manufacturing, communication, transportation, agriculture, mining, energy, commercial, and similar economic activity, and to improve the provision of health care.

Exhibit 2

(17) The term 'homemaker'means an individual who -

"(A) is an adult, and

"(B) has worked as an adult primarily without remuneration to care for the family, and for that reason has diminished marketable skills.

The Secretary may not prescribe the manner in which the States will comply with the application of the definition contained in this paragraph.

(18) The term 'limited English proficiency' has the meaning given such term in section 703(a)(1) of the Elementary and Secondary Education Act of 1965.

(19) The term 'local educational agency' means a board of education or other legally constituted local school authority having administrative control and direction of public elementary or secondary schools in a city, county, township, school district, or political subdivision in a State, or any other public educational institution or agency having administrative control and direction of a vocational education program.

(20) The term 'economically disadvantaged family or individual' means such families or individuals who are determined by the Secretary to be low-income according to the latest available data from the Department of Commerce.

(21) The term 'postsecondary educational institution' means an institution legally authorized to provide postsecondary education within a State, or any postsecondary educational institution operated by or on behalf of any Indian Tribe which is eligible to contract with the Secretary of the Interior for the administration of programs under the Indian Self-Determination Act or under the Act of April 16, 1934.

(22) The term 'private vocational training institution' means a business or trade school, or technical institution or other technical or vocational school, in any State, which (A) admits as regular students only persons who have completed or left elementary or secondary school and who have the ability to benefit from the training offered by such institution; (B) is legally authorized to provide, and provides within that State, a program of postsecondary vocational or technical education designed to fit individuals for useful employment in recognized occupations; (C) has been in existence for two years or has been specially accredited by the Secretary as an institution meeting the other requirements of this subsection; and (D) is accredited (i) by a nationally recognized accrediting agency or association listed by the Secretary pursuant to this clause, or (ii) if the Secretary determines that there is no nationally recognized accrediting agency or association qualified to accredit schools of a particular category, by a State agency listed by the Secretary pursuant to this clause, or (iii) if the Secretry determines that there is no nationally recognized or State agency or association qualified to accredit schools of a particular category, by an advisory committee appointed by the Secretary and composed of persons specially qualified to evaluate training provided by schools of that category, which committee shall prescribe the standards of content, scope, and quality which must be met by those schools and shall also determine whether particular schools meet those standards. For the purpose of this paragraph, the Secretary shall publish a list of nationally recognized accrediting agencies or associations and State agencies which the Secretary determines to be reliable authority as to the quality of education or training afforded.

(23) The term 'school facilities' means classrooms and related facilities (including initial equipment) and interests in lands on which such facilities are constructed. Such term shall not include any facility intended primarily for events for which admission is to be charged to the general public.

(24) The term 'Secretary' means the Secretary of Education.

Exhibit 2

(25) The term 'single parent' means an individual who -

"(A) is unmarried or legally separated from a spouse, and

"(B) has a minor child or children for which the parent has either custody or joint custody.

(26) The term 'small business' means for-profit enterprises employing five hundred or fewer employees.

(27) The term 'State' includes, in addition to the several States, the District of Columbia, the Commonwealth of Puerto Rico, the Virgin Islands, Guam, American Samoa, the Northern Mariana Islands, and the Trust Territory of the Pacific Islands.

(28) The term 'State board' means a State board designated or created by State law as the sole State agency responsible for the administration of vocational education, or for supervision of the administration of vocational education in the State.

(29) The term 'State council' means the State council on vocational education established in accordance with section 112.

(30) The term 'State educational agency' means the State board of education or other agency or officer primarily responsible for the State supervision of public elementary or secondary schools, or, if there is no such officer or agency, an officer or agency designated by the Governor or by State law.

(31) The term 'vocational education' means organized educational programs which are directly related to the preparation of individuals in paid or unpaid employment in such fields as agriculture, business occupations, home economics, health occupations, marketing and distributive occupations, technical and emerging occupations, modern industrial and agriculture arts, and trades and industrial occupation, or for additional preparation for a career in such fields, and in other occupations requiring other than a baccalaureate or advanced degree and vocational student organization activities as an integral part of the program; and for purposes of this paragraph, the term 'organized education program' means only (A) instruction (including career guidance and counseling) related to the occupation or occupations for which the students are in training or instruction necessary for students to benefit from such training, and (B) the acquisition (including leasing), maintenance, and repair of instructional equipment, supplies, and teaching aids; but the terms do not mean the construction, acquisition, or initial equipment of buildings, or the acquisition or rental of land.

(32) The term 'vocational student organizations' means those organizations for individuals enrolled in vocational education programs which engage in activities as an integral part of the instruction program. Such organizations may have State and national units which aggregate the work and purposes of instruction in vocational education at the local level.

Exhibit 3

PUBLIC HEARINGS:

Public Hearings on the North Carolina State Plan for Vocational Education, FY 1986 - 1987 - 1988, and the Accountability Report for FY 1984 were conducted in accordance with Section 113 (a)(2)(B) of the Act. The hearings were conducted on the following dates, at times and locations in the state as follows:

October 29, 1984 3:30 pm - 5:30 pm	Kinston High School 2601 N. Queen Street Kinston, NC 28501
October 30, 1984 2:00 pm - 4:00 pm	P. J. Weaver Education Center 300 S. Spring Street Greensboro, NC 27401
November 7, 1984 3:30 pm - 5:30 pm	McDowell Technical Institute Route 1, Box 170 Marion, NC 28752

Fifty one (51) individuals from business, industry, associations, and education attended the public hearings. Their pertinent comments and State Board responses follow.

Many individuals expressed appreciation for the administrative leadership and technical assistance provided by State Staff. The priorities of the division of vocational education, (1) curriculum development, (2) staff development, (3) equipment, (4) business/industry and education partnerships, (5) public awareness, (6) technical assistance, research, articulation with other training agencies and others were referenced as positive attributes indicative of quality vocational education in North Carolina.

Business and industry representatives expressed appreciation for the comprehensive nature of vocational education programs available in the public schools. They were impressed with the ability of the community college system to provide modern technological training and retraining commensurate with business and industry needs. Support for vocational education at all levels was communicated by participants at each public hearing.

COMMENTS AND RESPONSES
PUBLIC HEARINGS ON THE FY 1986 - 1987 - 1988 PROGRAM PLAN AND THE FY 1984 ACCOUNTABILITY REPORT

COMMENT NO. 1 - Why can't those students classified as handicapped by the division of exceptional children be classified as disadvantaged also in the secondary schools.

RESPONSE:

The definition of "disadvantaged" under Section 521 (12) of the Act precludes classifying those students identified as handicapped by the division of exceptional children from being classified as disadvantaged in the secondary schools.

Exhibit 3

(12) The Term "disadvantaged" means individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. Such term includes individuals who are members of economically disadvantaged families, migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school.

COMMENT NO. 2 - If vocational student organizations are an integral part of the vocational program why are funds not provided for student's meals and lodging at district and state leadership functions.

RESPONSE:

The State Board is committed to providing financial assistance to vocational student organization activities as an integral part of the vocational education program. Federal regulations do not currently include lodging and feeding as eligible uses of federal resources.

COMMENT NO. 3 - When will we achieve full funding for vocational education in the secondary schools of North Carolina?

RESPONSE:

The State Board of Education has established a long range plan for securing full state funding of secondary vocational education. The Board will continue to vigorously seek the funds from the General Assembly to achieve this goal.

COMMENT NO. 4 - A commenter expressed concern over the support for the associate degree program in the Community Colleges by the State Board in light of the potential of this program to enhance the competencies of skill development, non-degree teachers and improvement of their certification credentials.

RESPONSE:

The State Board reaffirms its support for all education/training programs at all levels that contribute to the acquisition of competencies and improvement of instructional personnel in the secondary schools.

COMMENT NO. 5 - A participant requested that the State Plan for Vocational Education include the definition of terms that speak to the important elements of the Plan and special populations to be served.

RESPONSE:

The State Board accepts this recommendation and directs staff to include such information in the current State Plan for vocational education.

Exhibit 4

REVIEW AND COMMENT ON THE STATE PLAN BY THE STATE COUNCIL

TO WHOM IT MAY CONCERN:

Public Law 98-524, Section 114(b)(1) requires the State board to submit the State Plan to the State Council for review and comment not later than sixty (60) days prior to the submission of the Plan to the U. S. Secretary of Education. That federal law, Section 114(b)(2), also states:

> If the State Council finds that the final State plan is objectionable for any reason, including that it does not meet labor market needs of the State, the State Council shall file its objections with the State board. The State board shall respond to any objections of the State Council in submitting such plan to the Secretary. The Secretary shall consider such comments in reviewing the State plan.

The proposed Federal Regulations published January 25, 1985, 401.20(b)(1)(2), reiterates the language of this federal law. Based on this federal directive, the State Council cites the following objections to the State Plan.

(1) P.L. 98-524, Section 113(a)(2)(A) states: "In formulating the State plan (and amendments thereto) the State board shall meet with and utilize the State Council ...." This provision of the law has not been fulfilled. Because of the provision of State law (G.S. 115C-158) which assigned planning responsibilities for postsecondary vocational education to the State Board of Community Colleges, it is the State Council's opinion that both Boards are required to "meet with and utilize the State Council" in formulating the State Plan (see p.6, item (g) of the State Plan). That is why The Council directed its Executive Director to send to the Chief Administrative Officer of each Board a letter of November 28, 1984 requesting the two Boards to meet and to alert the Boards of the several changes in the new federal law. (That letter is Exhibit A.)

Since the State Council did not get a response to its letter of November 28, 1984, The Council directed that its Chair send a letter to the Chairmen of the State Boards. (That letter of February 28, 1985 is Exhibit B.)

At this writing, the Chairs of the State Board of Education and the State Board of Community Colleges have responded to a request to hold a meeting, but the meeting has not yet been held. (Letters on this topic are Exhibits C and D.)

When this matter of meeting with the State Council was brought up by the Chairman of the Vocational Education Committee of the State Board of Education at the March 1985 meeting, the Assistant State Superintendent for Instructional Services observed that certain staff members of the State Board had met with the State Council at its February 1985 meeting to review the State Plan. While the State Council acknowledges that staff members of the State Department of Public Instruction and Controller's Office of the State Board of Education as well as staff members of the Department of Community Colleges, State Board of Community Colleges were invited by the State Council's staff to its February 1985 meeting, this action was taken (a) because the State Council desired to be briefed on the proposed State Plan, and (b) because the State Council had not had a response to an earlier letter of November 28, 1984 (see Exhibit A) in which the State Council had recommended that the two Boards meet to discuss the new provisions of P.L. 98-524. Further, the State Council acknowledges that Section 112(d) of P.L. 98-524 does require that "Each State Council shall--(1) meet with the State board or its representatives during the planning year to advise on the development of the State plan ..." (emphasis added). However, if one wants to make a case that the staff members of the Boards who were invited by the State Council's staff to attend its February 1985 meeting were or are representatives of the State Boards, the State Council would ask: "When were the individuals so designated by the State Boards?" Even if the point of view was sustained that designated staff members could be representatives of the State Boards, such a decision would still not comply with another and different provision of the federal statute; namely, Section 113(a)(2)(A) of P.L. 98-524, that the 'State board shall meet with ... the State Council ...."

Accordingly, the State Council concludes that the State Plan has not been formulated in compliance with P.L. 98-524, Section 113(a)(2)(A) and further that the statement of "Assurances" on page 2. number 2.10 of the State Plan has not been implemented.

(2) The primary purpose of this Act is to assist the State, according to Section 2(1), P.L. 98-524, "... to expand, improve, modernize, and develop quality vocational education programs ...." Federal funds are no longer to be used to maintain existing programs "where necessary" as has been the case prior to this Act. While the State Council fully understands and is sympathetic toward the State Board of Education's request for a "waiver for one year" so that federal funds may be used to "maintain" existing programs, it is the judgment of the State Council that the federal law should not be "waived." (See p. 72* of the State Plan, item titled "Special Provisions** (Secondary)".) The State Council is aware of the possible loss of teaching positions if the U. S. Secretary does not grant the State Board's request, but the State Council believes, as it has stated previously in 1976, 1978, and 1982, that the State should fully fund State vocational education programs; with federal funds being used to extend and expand the State's effort. Accordingly, the State Plan is flawed in this respect. Moreover, the State Board of Education has already requested the North Carolina General Assembly to "pick-up" this loss of federal funds and the General Assembly is considering this matter at this writing.

(3) There is the matter of "labor market needs" of the State. In remarks to a Joint House-Senate State Legislative Subcommittee on Vocational Education that held a hearing on the State Plan on March 18, 1985, the Chair of the State Council observed:

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* Page 72 is now page 73 in this plan.

** "Special Provisions" changed to Transition Provisions by final revisions.

Exhibit 4

> The data that is used in this State Plan to "estimate" the number of individuals who should be trained in the various fields is just that, "estimates."
>
> Today, the State does not have a good data base for planning programs. This is one of the reasons the U. S. Congress, beginning in 1977, provided some funds for the State to establish a SOICC (State Occupational Information Coordinating Committee). Unfortunately, to date, little has been accomplished. More recently, an "Oversight Committee for Official Labor Market Information" issued a report. This report, if implemented, in concert with the SOICC working through the ESC (Employment Security Commission) would go a long way in establishing a valid data base for planning vocational/technical programs in our State.

Accordingly, the Chair of the State Council made the following recommendation to the Subcommittee on Vocational Education that it:

> Urge the Committe of the General Assembly that reviews the Office of the ESC (Employment Security Commission) to request the ESC, in concert with the SOICC, to work toward more accurate data, preferably on a county-by-county basis, so better planning can take place.

While the State Plan should not be rejected because of the inadequacy of the labor market data, the State Council would observe that both the State Board of Education and State Board of Community Colleges have had staff members serve on the SOICC in the past, but to date little has been accomplished by the SOICC in developing a "labor force" data base which would be useful in planning. Accordingly, the State Council would suggest that the State Board of Education and the State Board of Community Colleges assume a more aggressive role in seeking the needed data so planning for programs will be more appropriate in the future than it has in the past.

(4) The new federal law, P.L. 98-524, Section 111(d), also requires that "Each State board, in consultation with the State Council, shall establish a limited number of technical committees to advise the Council and the board on the development of model curricula to address State labor market needs." The State Plan speaks to this requirement in a very general way on p.76*, item (d). The State Council is of the view that the State Plan should be more specific about the development and use of technical committees. Although the State Council is to be consulted on this matter, to date that has not been accomplished. When the State Council has its meeting with the State Boards, this is one of the several areas that the Council will want to discuss.

---

* Page 76 is now page 77 in this plan.

Exhibit 4

In review and comment of the State Plan, the State Council has voiced certain objections because the federal law specifically directs it to point out any objections "for any reason" that are observed in the final Plan. The Council has identified, nonetheless, several positive features of the State Plan. Two in particular are recognized.

(1) One of the directions in this Plan is an emphasis on a "Pre-technical Program" for high school students. Some people call this program the two-plus-two (2+2) concept-2 years of "pre-tech" in high school, followed by two (2) years of technical training in our community college system. This coordination of secondary and postsecondary programs provides for efficient use of training resources and student time.

(2) There is an emphasis in this Plan on staff development. Perhaps no other aspect of our vocational/technical education program is more crucial than updating the vocational/technical faculty in our public secondary schools and community college system, and this effort deserves recognition.

On behalf of the State Council, I am pleased to submit this statement as the "Review and Comment on the State Plan" as required by federal law.

E. Michael Latta

E. Michael Latta

April 15, 1985

Date

Exhibit "A"

STATE ADVISORY COUNCIL ON EDUCATION
530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064

THOMAS B. BROUGHTON
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

November 28, 1984

MEMORANDUM

TO: Dr. A. Craig Phillips
State Superintendent
Department of Public Instruction
and
Mr. Robert W. Scott
State President
Department of Community Colleges

FROM: E. Michael Latta

SUBJECT: Certain Provisions of P.L. 98-524

In view of certain provisions of P.L. 98-524, it is our desire that the two Boards act to the end that the needed changes in policy and funding directions can be made in the least disruptive manner possible. It is, thereby, the recommendation of The Council that the State Board of Education and the State Board of Community Colleges review the provisions of P.L. 98-524 (preferably in joint session).

It is The Council's recommendation that the historical division of 2/3 of the funds for secondary and 1/3 of the funds for postsecondary education be maintained for the first year under P.L. 98-524 and that this matter be reviewed annually. Further, it is the recommendation of The Council that the division of funds be made along functional lines; that is, those funds relating to "Adults," "Single Parents," and "Inmates" be assigned to the community college system.

Further, it is the recommendation of The Council that the State Board of Education and the State Board of Community Colleges use the planning responsibilities under the new Act as a catalyst to accomplish earlier state mandates; that is, comprehensive planning for the public schools and community colleges as well as the other education and training agencies in the State.

As you are aware, P.L. 98-524 provides for a significant role for The Council, including providing reports to the Governor, the business community, and the general public. In the past all of our advice and recommendations have been addressed to the State Boards such as this letter. However, in the future, The Council will be making recommendations to other groups as well.

We continue, however, to look forward to working with you. Thank you very much.

EML:jw

cc: Members of the State Board of Education
Members of the State Board of Community Colleges

Exhibit "B"

STATE ADVISORY COUNCIL ON EDUCATION
530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064

THOMAS B. BROUGHTON
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

February 28, 1985

Mr. C. D. Spangler, Jr., Chairman
State Board of Education
Post Office Box 26007
Charlotte, North Carolina 28236

Mr. J. A. Forlines, Jr., Chairman
Bank of Granite
Post Office Box 128
Granite Falls, North Carolina 28630

Dear Sirs:

The Carl D. Perkins Vocational Education Act, P.L. 98-524, Sec. 113, and the proposed regulations of January 25, 1985, to implement the Act require that "the State board shall meet with and utilize the State council in formulating the State plan." State law (G.S. 115C-153) designates the State Board of Education as the State Board of Vocational Education, but G.S. 115C-158 assigned a planning responsibility to the State Board of Community Colleges. In order to implement the joint responsibility between the two Boards, an agreement has been formalized. In part, this agreement provides that the State Board of Community Colleges "shall develop the post-secondary portion of the State Plan for Vocational Education." This language and the several federal and state statutes, in our opinion, would necessitate that both boards "meet with" The Council in formulating the State Plan for Vocational Education. The State Plan is to be submitted to The Council by March 1, 1985.

To date the State Boards have not "met with" The Council. The Council discussed this matter at its meeting on February 22, and determined that I, as Chairman of The Council, should call this omission to your attention. It is the feeling of The Council that if the provisions of the statute are not fulfilled, certain penalties, which are at the discretion of the Secretary, could very well be imposed, including the withholding of funds. It is The Council's hope that, by calling this situation to your attention, the Boards will respond so that all of the requirements of federal law can be met.

Sincerely,

Thomas Broughton Sr.

Thomas B. Broughton, Sr.

TBBsr/els

cc: Members of the State Board of Education
Members of the State Board of Community Colleges
State Superintendent of Public Instruction
Controller, State Board of Education
State President, Department of Community Colleges

Exhibit "C"

STATE ADVISORY COUNCIL ON EDUCATION
530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064

THOMAS B. BROUGHTON
CHAIRMAN

E. MICHAEL LATTA
EXECUTIVE DIRECTOR

March 12, 1985

Mr. John A. Forlines, Jr.
Chairman
State Board of Community Colleges
Post Office Box 128
Granite Falls, NC 28630

Dear John:

Your letter of March 4 and Bob Scott's letter of March 6, both addressed to me, were of the same cooperative tone and very much appreciated. His letter suggested a joint meeting for May 9, 1985.

At this time there are two potential problems concerning a joint meeting. First, I and the Council's Executive Director, are scheduled for a rather important national meeting on that date. Second, we have had no response from the State Board of Education. That Board also serves as the State Board of Vocational Education and, from a compliance standpoint, should be present.

I have asked the Council staff to be in touch with your staff and also to determine a response from the State Board of Education and to work toward a mutually convenient time for the three groups to meet so that the requirements of the federal law and proposed regulations can be fulfilled.

Best regards.

Very truly yours,

Tom

Thomas B. Broughton

TBB/els

cc: Dr. A. Craig Phillips
Mr. Robert W. Scott
Members of the State Board of Education
Members of the State Board of Community Colleges
Members of The Council

Exhibit D

C. D. SPANGLER, JR.
CHAIRMAN
CHARLOTTE, N.C.

BARBARA M. TAPSCOTT
VICE CHAIRMAN
BURLINGTON, N.C.

A. CRAIG PHILLIPS
SECRETARY
STATE SUPT. PUBLIC INSTRUCTION

JAMES C. GREEN
LIEUTENANT GOVERNOR
RALEIGH, N.C.

HARLAN E. BOYLES
STATE TREASURER
RALEIGH, N.C.

BEN H. BATTLE
CULLOWHEE, N.C.

NORTH CAROLINA
STATE BOARD OF EDUCATION
EDUCATION BUILDING
RALEIGH, 27611

APR 9 - 1985

April 5, 1985

JAMES B. CHAVIS
FAYETTEVILLE, N.C.

THEDA H. MOORE
NORTH WILKESBORO, N.C.

MEBANE M. PRITCHETT
CHAPEL HILL, N.C.

PREZELL R. ROBINSON
RALEIGH, N.C.

BETTY SPEIR
BETHEL, N.C.

JOHN TART
GOLDSBORO, N.C.

NORMA TURNAGE
ROCKY MOUNT, N.C.

E. V. WILKINS
ROPER, N.C.

Mr. Thomas B. Broughton
Chairman
State Advisory Council on Education
530 North Wilmington Street
Watson House
Raleigh, North Carolina 27604

Dear Tom:

Thank you for your recent letter to me and John. At our next Board of Education meeting, we will appoint representatives to try to talk about our shared responsibilities for vocational education in North Carolina. I assume that John is doing the same thing on behalf of his State Board of Community Colleges.

Sincerely,

Dick

C. D. Spangler, Jr.
Chairman

CDSjr:mes

Exhibit 4

RESPONSES OF THE STATE
BOARD OF EDUCATION TO THE
STATE COUNCIL ON VOCATIONAL EDUCATION

RESPONSE: (Secondary)

(1) The State Plan for Vocational Education was developed by professional State staff in the areas of secondary vocational education, postsecondary education, and the controller's office. Each is employed by the State Board of Education (sole State agency) and therefore represents the State Board in expediting their individual responsibility.

The State Council was informed and had representation at all planning and development meetings which contributed to the development of the State Plan. Since Section 112 of P.L. 98-524 is titled "STATE COUNCIL ON VOCATIONAL EDUCATION", it's contents was interpreted to reflect the functions and activities of said council. Compliance with Section 112(d), Each State Council shall- "(1) meet with the State board or its representatives during the planning year to advise on the development of the State Plan", was used as the plan development guideline. It is acknowledged that Section 113(a)(2)(A) "In formulating the State Plan (and amendments thereto) the State board shall meet with and utilize the State council established pursuant to section 112 of this Act" reflects a conflicting interpretation. The board is of the opinion that it has operated in good faith in the development of the State Plan for Vocational Education.

RESPONSE: (Postsecondary)

(1) The definition of State board refers to the "sole state agency".

State statutes designate the State Board of Education as the "sole state agency".

The State Board of Community Colleges cannot agree with the opinion of the Council that the SBCC is mandated by law to meet with the Council. The SBCC has voluntarily cooperated and coordinated activities with the Council and will continue to do so on a voluntary basis.

RESPONSE:

(2) The State Board is appreciative for the State Councils concurrence in requesting full funding for vocational education from the State legislature. The loss of Federal funds impacts adversely on the quantity and quality of services and activities States can provide for the education/training of it's citizens. The request in the State Plan to utilize the transition provisions of the Act is designed to plan and implement an orderly transition by secondary and postsecondary administrators. The nature of vocational education does not lend itself to abrupt change without sacrificing quality which impacts on the education system and its clientele. The Board is optimistic about its request for full funding, however sound fiscal management and general statutes require State agency operations within the constraints of established budgets.

Exhibit 4

RESPONSE:

(3) The State Boards' concur that more accurate employment data would be helpful in the planning, implementing and evaluation of vocational education programs and services in the secondary schools and postsecondary institutions.

RESPONSE:

(4) The effective date of the State Plan for Vocational Education is July 1, 1985. It is not envisioned that the requirements for establishing technical committees is a critical issue prior to that date. It is predetermined by the Act, and referenced in the State Plan, that the technical committees will be formed in consultation with the State Council. The functions of these committees should greatly enhance the quality of programs and services.

Exhibit 4

STATE ADVISORY COUNCIL ON EDUCATION
530 NORTH WILMINGTON STREET
WATSON HOUSE
RALEIGH, NORTH CAROLINA 27604
(919) 733-2064

THOMAS B. BROUGHTON
Chairman

E. MICHAEL LATTA
Executive Director

May 23, 1985

MAY 28 1985

Dr. A. Craig Phillips
Secretary
State Board of Education
Education Building
Raleigh, North Carolina 27611

Dear Secretary Phillips:

This is a follow-up of my letter of April 15, 1985. Attached to that letter was the "Review and Comment on the State Plan" by the State Council. I am pleased to provide an amended version of the earlier "Review and Comment." This amended version is attached, and it is based on the fact that members of the State Board of Education and members of the State Board of Community Colleges met with the State Council on May 17, 1985 to discuss the State Plan. Because the discussion that took place was, in part, related to the duties of the Controller of the State Board of Education as well as to the President of the Department of Community Colleges, a copy of this letter and attached amended version of the earlier "Review and Comment on the State Plan" have been shared with these individuals, too.

My best to you.

Sincerely,

Mike Latta

E. Michael Latta

EML:jw

Enclosure

cc: Mr. James Barber, Controller
Mr. Robert W. Scott, State President
Members of the State Board of Education
Members of the State Board of Community Colleges
Members of the State Council

Exhibit 4

AMENDED
REVIEW AND COMMENT ON THE STATE PLAN dated April 15, 1985

On April 15, 1985, the State Council filed its "Review and Comment on the State Plan." P.L. 98-524, Section 114(B)(2) requires that the "State board respond to any objections of the State Council in submitting such plan to the Secretary." At this writing, neither the State Board of Education nor the Board of Community Colleges has officially responded to the objections raised by the State Council in its "Review and Comment on the State Plan" of April 15, 1985. The State Council believes that the Boards are required to officially respond to the Council's earlier objections as well as to the additional recommendations which are contained in this amended "Review and Comment on the State Plan." This amended "Review and Comment" is based upon a meeting between the State Council and members of the State Board of Education and the State Board of Community Colleges on May 17, 1985. At that meeting, the State Council recommended the following items and with this writing amends its earlier "Review and Comment on the State Plan" of April 15, 1985 by striking out all of number one (1) and substituting the following:

(1) In response to P.L. 98-524, Section 113(a)(2)(A), the State Council is pleased to report that officially appointed members of the State Board of Education and the State Board of Community Colleges did meet with the State Council in regard to the already developed State Plan. In regard to the State Plan, which had already been adopted by both Boards prior to meeting with the State Council, the State Council recommends (a) that the Boards meet with the Council at least annually to discuss planning issues and (b) that the State Vocational Education Planning and Coordinating Committee described in Section 3.07 of the North Carolina State Plan on Vocational Education include members of the State Board of Education and the State Board of Community Colleges."

Item number two (2) in the "Review and Comment" of April 15, 1985 is enlarged by adding the following at the end of that section:

> "In regard to the funding ratio between secondary education and postsecondary education, the State Council recommends that the Boards annually review the Plan, including examining programming decisions and the secondary to postsecondary ratio."

Item number four (4) in the "Review and Comment" of April 15, 1985 is enlarged by adding the following at the end of that section:

> "In regard to technical committees, the State Council recommends that these committees be formed, as described in the State Plan, to jointly advise the State Board of Education, the State Board of Community Colleges, and the State Council. In formulating the technical committees, the State Council recommends:
>
> (a) that the Boards assign the staff the responsibility of preparing recommendations on this topic, in consultation with the State Council, with consideration of the following questions:

Exhibit 4

1. How will the priority of topics to be addressed by the technical committees be determined?

2. Will the technical committees have a role in developing and updating a comprehensive master plan for vocational education; and

(b) that the Boards staff be assigned to develop procedures for selecting technical committee members, in consultation with the State Council, with consideration of the following questions:

1. Should the membership include members of the Boards and Council?

2. Should the existing program advisory committees be utilized and, if so, how?"

The above amendments were adopted by the State Council on May 17, 1985.

E Michael Latta
E. Michael Latta

May 23, 1985
Date

Exhibit 4

RESPONSES OF THE STATE
BOARD OF EDUCATION TO THE
STATE COUNCIL ON VOCATIONAL EDUCATION

AMENDED

The State Boards' of Education and Community Colleges responses to the State Council on Vocational Education review and comment on the State Plan dated April 15, 1985 remain unchanged except where amended responses to the State Council's amended review and comments dated May 23, 1985 are inserted.

RESPONSE: (AMENDED)

(1)(a) The State Boards will continue to cooperate with the State Council by appointing members to meet at least annually to discuss planning issues germane to improving vocational education for youth and adults.

(b) The State Boards do not concur with the necessity to appoint members of the Boards to serve on the N.C. Vocational Education Planning and Coordination Committee as set forth in Section 3.07 of the State Plan. The State Boards will direct the State President of Community Colleges and the State Superintendent of Public Instruction to appoint staff members to act as representatives for the State Boards on the State Education Planning and Coordination Committee.

RESPONSE: (ORIGINAL)

(2) The State Boards are appreciative for the State Council's concurrence in requesting full funding for vocational education from the State legislature. The loss or reduction of Federal funds impacts adversely on the quantity and quality of services and activities States can provide for the education/training of its citizens. The request in the State Plan to utilize the transition provisions of the Act is designed to plan and implement an orderly transition by secondary and postsecondary administrators. The nature of vocational education does not lend itself to abrupt change without sacrificing quality which impacts on the education system and its clientele. The Board is optimistic about its request for full funding, however, sound fiscal management and general statutes require State agency operations within the constraints of established budgets.

RESPONSE: (AMENDED)

The State Boards accept this recommendation and will review the State Plan, including program decisions and the funding ratio between secondary and postsecondary education annually.

RESPONSE: (ORIGINAL)

(3) The State Boards concur that more accurate employment data would be helpful in the planning, implementing and evaluation of vocational education programs and services in the secondary schools and postsecondary institutions.

Exhibit 4

RESPONSE: (ORIGINAL)

(4) The effective date of the State Plan for Vocational Education is July 1, 1985. It is not envisioned that the requirements for establishing technical committees is a critical issue prior to that date. It is predetermined by the Act, and referenced in the State Plan, that the technical committees will be formed in consultation with the State Council. The functions of these committees should greatly enhance the quality of programs and services.

RESPONSE: (AMENDED)

(4)(a) The State Boards will establish two or more technical committees as set forth in 3.06 (d) of the FY 1986-88 State Plan for vocational education. Staff will consult with the State Council as these committees are established for their stated purpose.

(4)(a)(1) The priority of topics to be addressed by the technical committees will relate to the functions of the committee as set forth in the Act.

(4)(a)(2) It is anticipated that the technical committees will be involved in the updating of the master plan for vocational education.

(4)(b) The criteria for selecting technical committee members will be based on the committee purpose and function pursuant to the requirements of the Act, e.g. Section 111 (d) (1) employers from any relevant industry or occupation for which the committee is established; (2) trade or professional organizations representing any relevant occupations; and (3) organized labor, where appropriate.

(4)(b)(1) The membership may include members of the Boards' and Council if the individual possesses the qualifications set forth in the Act and the purpose and function of the committee.

(4)(b)(2) Consideration will be given to utilizing all/parts or combinations of existing advisory committees where the individuals/committees meet the purpose/function and criteria for membership on the technical committees.

Exhibit 5

NORTH CAROLINA JOB TRAINING COORDINATING COUNCIL COMMENTS REGARDING THE NORTH CAROLINA STATE PLAN FOR VOCATIONAL EDUCATION

1. State Level Coordination Between JTPA and Vocational Education

The State Plan for Vocational Education outlines a general approach for addressing requirements for coordination of programs operated under federal vocational education legislation with those operated under the Job Training Partnership Act. As described in Section 3.07 of the State Plan, the primary method proposed for joint planning and coordination of vocational education and JTPA programs on the state level is to be accomplished through the work of a committee appointed by the State Board entitled "The State Vocational Education Planning and Coordination Committee." A Division of Employment and Training representative will be a member of this committee. Members will serve three year rotating terms with the initial term of membership determined by lottery at the first meeting. Thus, one-third of the initial members will serve for one year, one-third for two years and one-third for three years. The committee will meet two or more times annually to carry out its functions.

COMMENT:

The Job Training Coordinating Council staff offers the following comments concerning the proposed committee and its prescribed functions which are outlined in Section 3.07 of the State Plan for Vocational Education:

- The functions of the committee as described in the plan are very broad. A further explanation regarding the methods by which committee goals and activities are communicated to local program operators and policy makers may prove useful.

RESPONSE:

It is anticipated that each agency representative will have the opportunity to express what goals and activities the committee should consider and keep their agency informed of the activities of the committee.

COMMENT:

- The plan may need to indicate whether the same committee member can be appointed to serve a second or third term.

RESPONSE:

The reappointment of committee members at the expiration of terms will be the prerogative of the appointing agency/council.

Exhibit 5

COMMENT:

° Procedures for improved coordination and information sharing between JTPA and Vocational Education programs are not specified within the State Plan. Consideration might be given to the provision of joint workshops for JTPA planners and local vocational education directors in order that mutual agreement regarding information sharing needs can be identified.

RESPONSE:

It was intended to indicate the mechanics of coordination through the committee and not prejudge how the committee would function in carrying out coordination.

A variety of methodologies should evolve from committee meetings to improve coordination and information sharing. Joint meetings for JTPA planners and vocational education directors is a desirable consideration.

COMMENT:

° The Job Training Coordinating Council has recently established its Job Training Interagency Committee to study coordination issues within the state's employment and training system. Members of this committee include representatives from Natural Resources and Community Development, Employment Security Commission, Office of the Rural Private Industry Council and other Service Delivery Areas, Department of Public Instruction, Department of Human Resources, Department of Community Colleges, Department of Labor and the N. C. Department of Labor. It may prove to be beneficial if at least one Job Training Interagency Committee member also served on the State Vocational Education Planning and Coordination Committee.

RESPONSE:

It is the prerogative of the Job Training Coordinating Council to name the same individual to the Job Training Interagency Committee and the Vocational Education Planning and Coordinating Committee if that individual is in an administrative authority/decision making position.

COMMENT:

° It is questionable whether the State Vocational Education Planning and Coordination Committee will be able to adequately address the functions listed during two meetings per year. It is suggested rather, that meetings occur as frequently as necessary to fulfill the committee's mandate.

RESPONSE:

The committee has been established to meet at least twice per year. There is no maximum number of meetings specified.

Exhibit 5

2. Amendments and Other Changes to the State Plan

The Act states that when changes in program conditions, funding, or other factors require substantial amendment to an approved State plan, the State board in consultation with the State Council on Vocational Education, shall submit such amendments to the Secretary. The comments are subject to review by the State Job Training Coordinating Council and State Council.

COMMENT:

Clarification needs to be provided in the State Plan concerning the definition of "substantial amendment."

RESPONSE:

The requirement for a substantial amendment to a State or Local plan is generally interpreted as changes in program conditions, funding or other factors e.g. changes in Board Policy, labor market needs, demographic data, enrollment data, and funding formula.

3. Utilization of Federal Vocational Education Funds to Supplement JTPA Supportive Services Funds.

Forty-three percent of the Basic State Grant (Title II-B) must be used for program improvement and expansion activities. According to the new law, allowable activities under Title II-B include stipends for needy students, day care, and placement.

COMMENT:

Given JTPA restrictions on the provisions of supportive services, the Staff recommends that consideration also be given to using vocational education funds to assist JTPA students by supplementing needed supportive services such as stipends, day care, and transportation.

RESPONSE:

Eligible recipients may use Title II-B funds for supportive services such as stipends, day care, and transportation. The feasibility and desirability of such expenditure will be determined at the local level which increases the importance of coordination and communication at all levels. Day care services and transportation services can be funded from single-parent or homemaker funds or from sex bias-stereotyping funds. It is not necessary to rely solely upon Title IIB funds for these services.

4. Technical Committees

As a requirement of the new Vocational Education Act, each state board must establish a limited number of "technical committees" to advise on occupational competencies needed to enter and progress in priority occupational fields. Members of the committees must be: employers from any relevant industry or occupation for which the committees are established; trade or professional organizations representing any of the

Exhibit 5

occupations; and organized labor. These technical committees will develop an inventory of skills that may be used by local education agencies to develop state-of-the-art model curricula and training programs. The inventory should provide the type and level of knowledge and skills needed for entry, retention, and advancement in the occupational areas taught.

COMMENT:

Section 3.06(d) of the State Plan briefly addresses this requirement pertaining to the establishment of technical committees. The Job Training Coordinating Council staff recommends that steps be taken to ensure that the information generated by these technical committees is shared with the Job Training Coordinating Council and local Private Industry Councils. Consideration might also be given to Job Training Coordinating Council and Private Industry Council members serving on these committees, particularly with respect to those members representing local businesses. The sharing of information on youth employment competency development by the Job Training Coordinating Council or the Council's committee on Basic Skills for Employment might be an appropriate supplement to the technical committee's work.

RESPONSE:

The information generated by the technical committees pursuant to Section 3.06(d) of the State Plan will be provided to all interested agencies, groups, councils and individuals. If JTCC and PIC members have the expertise, their membership would be welcome, subject to the State Board of Education approval.

5. Identification of Students Eligible for Service Under the 22% Disadvantaged Set-aside

As required by the Vocational Education Act, 22% of the Basic State grant must be used for programs for the disadvantaged, including both academically and economically disadvantaged individuals. Section 3.06 (K) (ii) of the State Plan states that disadvantaged student will be identified using criteria established in the Rules and Regulations for implementing the Act. The federal regulations state: "Disadvantaged includes individuals with economic or academic difficulties including members of economically disadvantaged families, migrants, individuals with limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from secondary school."

The regulations further state: "Economically disadvantaged family or individual means a family or individual which the state board identified as low income on the basis of uniform methods that are described in the State Plan. A state must use one or more of the following standards as an indicator of low income:

a) Annual income at or below the official poverty line established by OMB;
b) Eligibility for free or reduced-price school lunch;
c) Eligibility for AFDC or other public assistance programs;
d) Receipt of a Pell Grant or comparable state program of need based financial assistance;
e) Eligible for participation in programs assisted under Title II of JTPA."

Exhibit 5

As stated in the definition of "economically disadvantaged," each state may select one or more of the above five standards to be used as an indicator of low income. The State Plan, however, does not specify which standard(s) North Carolina will be using to identify economically disadvantaged individuals for eligibility for services funded through the disadvantaged setaside.

The Department of Public Instruction will inform local education agencies that a person meeting any of the standards will be eligible for services under this setaside. The Department of Community Colleges will recommend that local institutions use all of the standards for eligibility determination. However, local colleges do have discretion with respect to this selection and could in fact choose to use only one of the standards, thus potentially excluding some economically disadvantaged students.

COMMENT:

The vocational education setaside for the disadvantaged targets students who are either academically or economically disadvantaged. While the Job Training Coordinating Council supports the overall definition of disadvantaged as defined in the federal regulations, some concern exists about local variations in the interpretation of economically disadvantaged. The Job Training Coordinating Council staff believes that the State Plan should be more specific in noting that some local autonomy does exist with respect to selecting eligibility standards for participation in programs operated with this setaside. The Council believes that an interpretation which encompasses all of the above allowable standards would help to ensure maximum participation of JTPA eligible and other economically disadvantaged individuals in those programs funded with the disadvantaged setaside.

Because the local autonomy does exist with respect to the criteria used to select economically disadvantaged people to be served with this setaside, the Job Training Coordinating Council staff recommends that local school systems and local community colleges give attention to this issue when local applications are presented to and reviewed by local private industry councils. The Council looks forward to the development of a future system that ensures better identification of JTPA eligible individuals in order that those students are offered maximum opportunities for participation in programs operated with the 22% setaside for disadvantaged.

RESPONSE:

The addition of 3.15 to the State Plan addresses this concern and reflects appropriate criteria and changes. Any youth and adults who meet the definition of disadvantaged in accordance with PL 98-524 may participate in vocational education programs, services and activities. The definition which determines the disadvantage who can participate in program services is No. 12 in Exhibit 2 of the appendix. The definition in No. 20 is used only in determining the handicapped and disadvantaged funding.

Exhibit 5

6. Private Industry Council Review of Local Applications

The federal law requires that local applications for federal vocational education funds describe coordination with relevant local JTPA programs and that local applications be available for review by service delivery areas or private industry councils.

COMMENT:

The new Vocational Education Act has necessitated that the State Board act very quickly to comply with planning requirements for the 1985-86 school year. However, for a more meaningful review of Vocational Education projected activity, it would be helpful for the Job Training Coordinating Council to also have access to summaries of local applications, including those comments that have been made by Private Industry Councils and Service Delivery Areas. It would be helpful to know what information is required by the Department of Public Instruction and the Department of Community Colleges on local applications for federal funds. In general, it is difficult to review a statewide plan without understanding its relationship to input from the local level.

RESPONSE: (Secondary)

The General Statutes of North Carolina require the continuation of a local advisory council for secondary vocational education. The local plan contains the identification of JTPA representation on the council. The JTPA participation on the local advisory council is intended to facilitate coordination with relevant local JTPA programs. The local plan is a comprehensive document that does not lend itself to a summary. Local plans are retained in the office of the Division of Vocational Education, Department of Public Instruction and are available for review on premises. Eligible recipients in the local education agencies (LEAs) are aware of their responsibility pursuant to Section 115(b) of the Act which requires local applications shall be available for review and comment by interested parties, including the appropriate administrative entity under the Job Training Partnership Act.

RESPONSE: (Postsecondary)

The postsecondary institutions have been advised to provide PIC and SDA a copy of their local application for review and comment. It has been suggested that representatives of PIC and SDA might be involved during the preparation of the local application if the eligible recipient desires that participation.

7. Distribution to PICs of Vocational Education Program Listing

The federal law requires that the State Board responsible for vocational education make available to each private industry council a listing of all programs assisted under the Vocational Education Act, Section 3.06(c) of the State Plan addresses this requirement by stating that the State Board shall make this list available to each private industry council.

Exhibit 5

COMMENT:

While a statewide list would be beneficial in informing private industry councils and service delivery areas of vocational education programs through out the state, to facilitate JTPA/Vocational Education coordination, such a list must identify those programs operating within each individual service delivery area and planning region rather than solely on a statewide basis. The State Board should work with the Division of Employment and Training to determine the appropriate method of distribution and most useful format for presentation of this information to private industry councils on an annual basis.

RESPONSE:

Staff will provide assistance to implement this rationale within the constraints of statewide data based information. It would seem reasonable to expect the planning and coordination process by PICs and SDAs with LEAs and postsecondary institutions to expedite the regional concept of program services and activities.

8. Coordination with JTPA Dislocated Worker Programs

The law requires that 12 percent of the state grant be used for adults in need of training or retraining. These funds may be used for:

- services and activities developed in coordination with the state agency administering JTPA dislocated worker programs;
- additional training for dislocated workers under Title III of JTPA;
- vocational training for adults that includes programs for older workers and displaced homemakers.

COMMENT:

Given the proposed federal rescission of JTPA Title III funds, the need for vocational education/JTPA coordination and collaboration is increasingly evident. The State Plan should provide more specificity regarding procedures to improve coordination between Vocational Education and JTPA's Title III dislocated worker program. The JTCC staff requests further information concerning coordination in this area.

RESPONSE:

The State is prepared to provide coordination between Vocational Education and JTPA but it is not in a position to establish or dictate to LEAs and postsecondary institutions how they establish their budgets or assign funding for programs.

Exhibit 5

9. Cooperative Education Opportunities for the Economically Disadvantaged.

Table 3a, Section 3.04 of the State Plan describes cooperative education activities to be undertaken with federal vocational education funds.

COMMENT:

A long standing concern of the Job Training Coordinating Council and state and local educators has been the need to make cooperative education opportunities more widely available to our disadvantaged citizens, especially to young people. We are concerned that many disadvantaged youth leave school either with no work experience, or with experience limited to part-time or summer jobs unrelated to their course of study or career plans. The Job Training Coordinating Council staff recommends that local public school and community college officials provide information to local and regional private industry councils concerning the participation of the disadvantaged in cooperative education programs and ask their help in making these opportunities more widely available.

RESPONSE:

The primary purpose of the public schools in North Carolina is the education of all its citizens, grades K-12. Vocational education consists of elective courses, grades 7-12. Cooperative education will continue to be a methodology to serve disadvantaged youth, however; employment will be restricted to part-time employment/training in their career choice. Full-time employment/training is permissible during summer months when school is not in session in compliance with State and Federal labor laws. The identification of disadvantaged individuals participating in vocational education programs is a component of the data collection system for secondary vocational education. Due to the "after the fact" nature of this information it would be advisable for Private Industry Council's (PICs) to work closely with directors of vocational education in local education agencies and presidents of community colleges in the planning of services and activities for disadvantaged individuals.

Several postsecondary institutions provide cooperative education opportunities but the demand is not great because in 1983-84 65% of the technical students and 52% of the vocational students were employed part-time or full-time while attending classes. Staff would appreciate the opportunity to review reliable data that substantiates the statement "that many disadvantaged youth leave school either with no work experience, or with experience limited to part-time or summer jobs unrelated to their course of study or career plans."

Exhibit 6

STATE LEGISLATURE

The FY 1986-88 State Plan for Vocational Education was delivered to the State Legislature on February 28, 1985.

The sub-committees on education of both houses held a joint public hearing on March 18, 1985 to provide interested parties an opportunity to comment on the State Plan. The public hearing was scheduled for two hours, however the number of individuals presenting comments influenced the chair to extend the hearing an additional hour.

Seventeen individuals presented comments and other interested citizens who were unable to present their comments, due to time limitations, submitted their written statements to the committee.

A major concern of the teachers, administrators, business and industry representatives was the loss of program services due to Federal funding reduction and mandated redirection. The presenters expressed concern and support for the budget request in current legislation to compensate for the anticipated loss of 308 teaching positions at an estimated cost in excess of six million dollars. These funds would only permit the State to maintain the current level of programs and services in the State.

The comments presented were very positive in nature and supportive of vocational education in the secondary schools and community colleges.

Resolutions endorsing the concept of the State Plan have been presented in both houses but have not been ratified and signed to date.

The results of the State Legislature's actions will be forwarded for inclusion in the State Plan upon receipt of same.

Exhibit 6

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 1985
RATIFIED BILL

RESOLUTION 19
SENATE JOINT RESOLUTION 143

A JOINT RESOLUTION APPROVING THE STATE PLAN FOR VOCATIONAL EDUCATION.

Whereas, vocational education is an integral part of the educational process; and

Whereas, Section 114 of the Carl D. Perkins Vocational Education Act requires that the State Plan for Vocational Education be submitted to the Legislature for review and comment; and

Whereas, the subcommittees on Vocational Education in the Senate and the House of Representatives have thoroughly reviewed the State Plan and conducted a public hearing on the State Plan; and

Whereas, the General Assembly finds that the provisions of the State Plan are consistent with State law;

Now, therefore, be it resolved by the Senate, the House of Representatives concurring:

Section 1. The North Carolina General Assembly, having reviewed the State Plan for Vocational Education for fiscal years 1986-88, submitted to it by the State Board of Education, in cooperation with the State Board of Community Colleges, approves the concept of the plan.

Sec. 2. The Secretary of State shall send a certified copy of this resolution to the State Board of Education.

Sec. 3. This resolution is effective upon ratification.

In the General Assembly read three times and ratified, this the 3rd day of June, 1985.

ROBERT B. JORDAN III
Robert B. Jordan III
President of the Senate

LISTON B. RAMSEY
Liston B. Ramsey
Speaker of the House of Representatives

Exhibit 6

STATE OF NORTH CAROLINA

Department of The Secretary of State

I, THAD EURE, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached ONE (1) sheet to be a true copy of RESOLUTION 19 , 19 85 Sessions Laws entitled

A JOINT RESOLUTION APPROVING THE STATE PLAN FOR VOCATIONAL EDUCATION.

ratified on the 3rd day of June , 19 85 , by

The General Assembly of North Carolina

the original of which is now on file and a matter of record in this office.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal.

DONE IN OFFICE at Raleigh, this

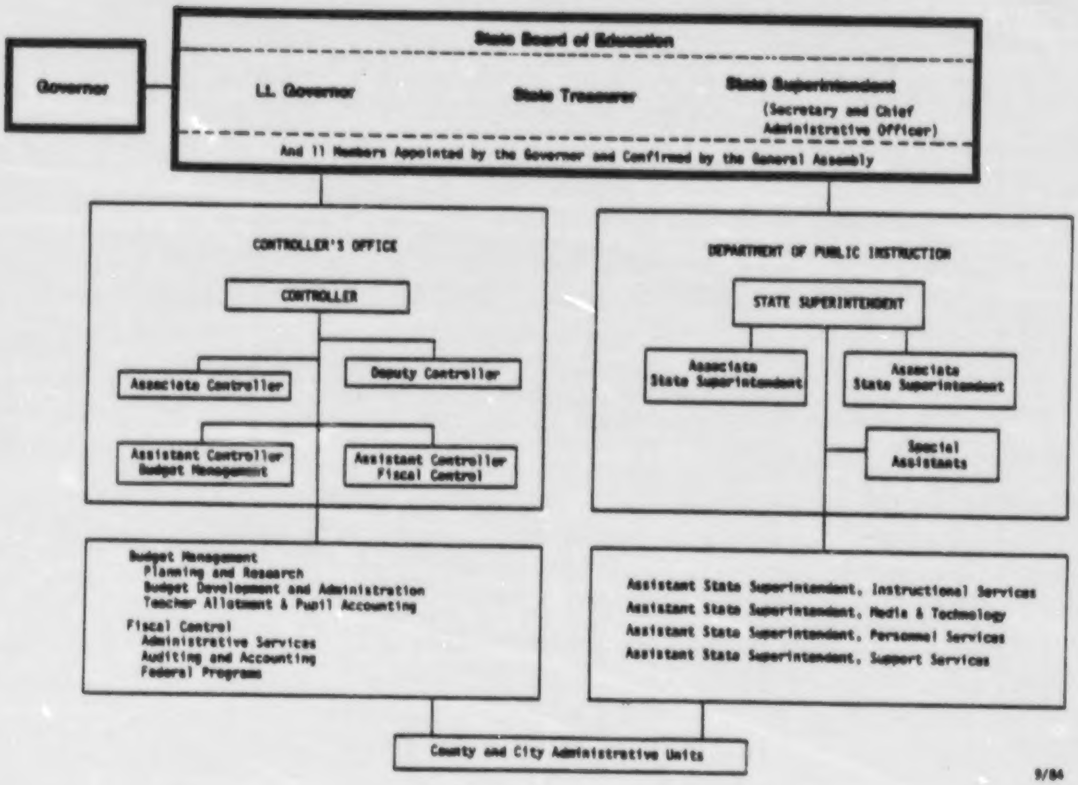
the 18th day of June , 19 85

Thad Eure

Secretary of State

Exhibit 7

North Carolina Department of Public Education


Governor
State Board of Education
Lt. Governor
State Treasurer
State Superintendent
(Secretary and Chief Administrative Officer)
And 11 Members Appointed by the Governor and Confirmed by the General Assembly
CONTROLLER'S OFFICE
CONTROLLER
Associate Controller
Deputy Controller
Assistant Controller Budget Management
Assistant Controller Fiscal Control
DEPARTMENT OF PUBLIC INSTRUCTION
STATE SUPERINTENDENT
Associate State Superintendent
Associate State Superintendent
Special Assistants
Budget Management
Planning and Research
Budget Development and Administration
Teacher Allotment & Pupil Accounting
Fiscal Control
Administrative Services
Auditing and Accounting
Federal Programs
Assistant State Superintendent, Instructional Services
Assistant State Superintendent, Media & Technology
Assistant State Superintendent, Personnel Services
Assistant State Superintendent, Support Services
County and City Administrative Units

9/84

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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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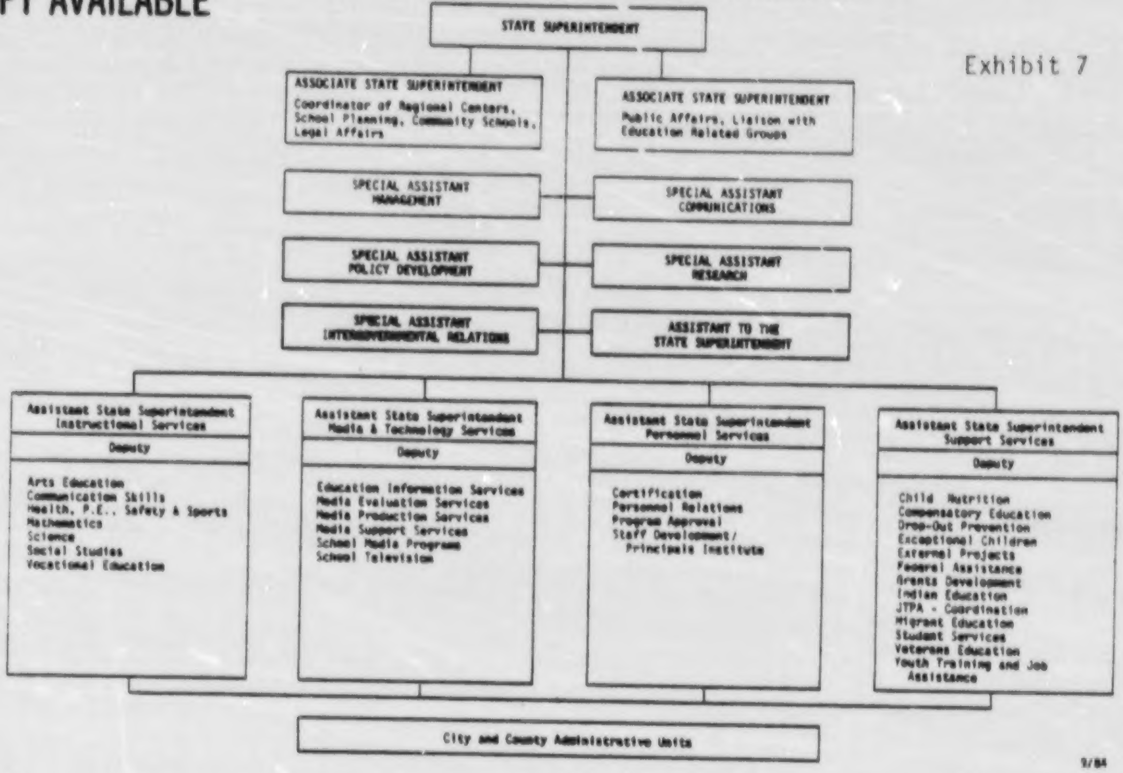
STATE SUPERINTENDENT
ASSOCIATE STATE SUPERINTENDENT
Coordinator of Regional Centers, School Planning, Community Schools, Legal Affairs
ASSOCIATE STATE SUPERINTENDENT
Public Affairs, Liaison with Education Related Groups
SPECIAL ASSISTANT MANAGEMENT
SPECIAL ASSISTANT COMMUNICATIONS
SPECIAL ASSISTANT POLICY DEVELOPMENT
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ASSISTANT TO THE STATE SUPERINTENDENT
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Exceptional Children
External Projects
Federal Assistance
Grants Development
Indian Education
JTPA - Coordination
Migrant Education
Student Services
Veterans Education
Youth Training and Job Assistance
City and County Administrative Units

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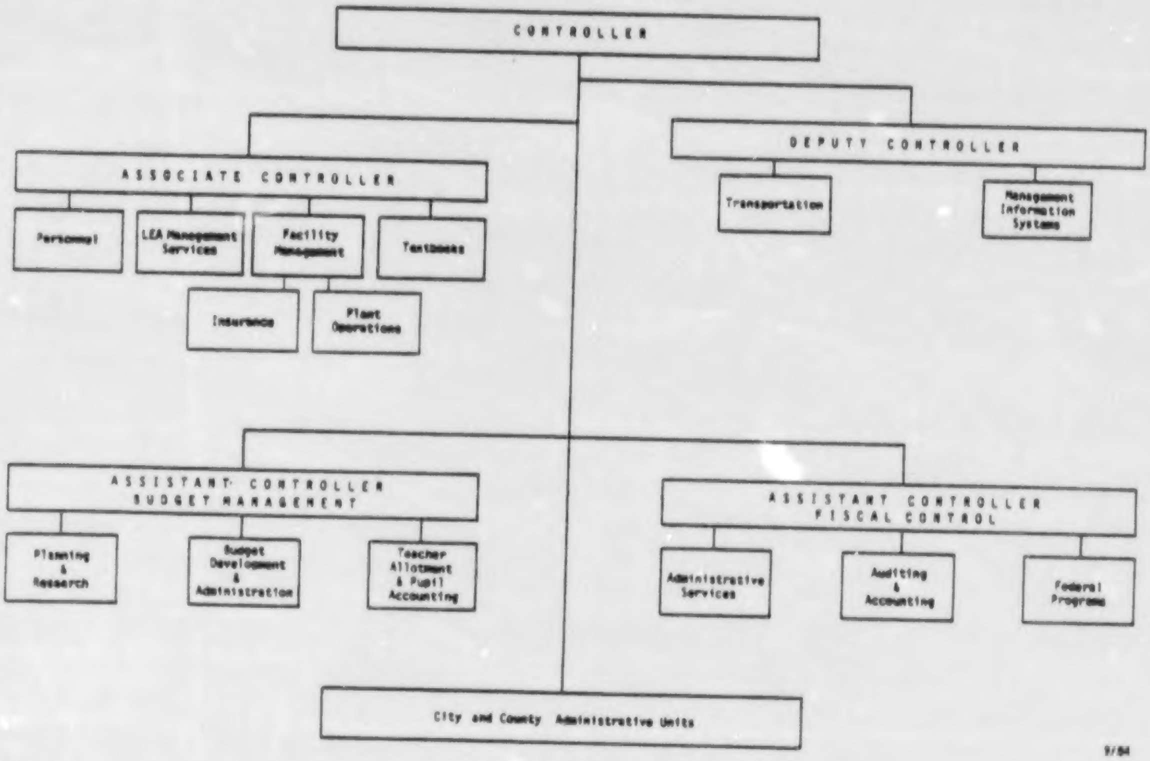
CONTROLLER'S OFFICE



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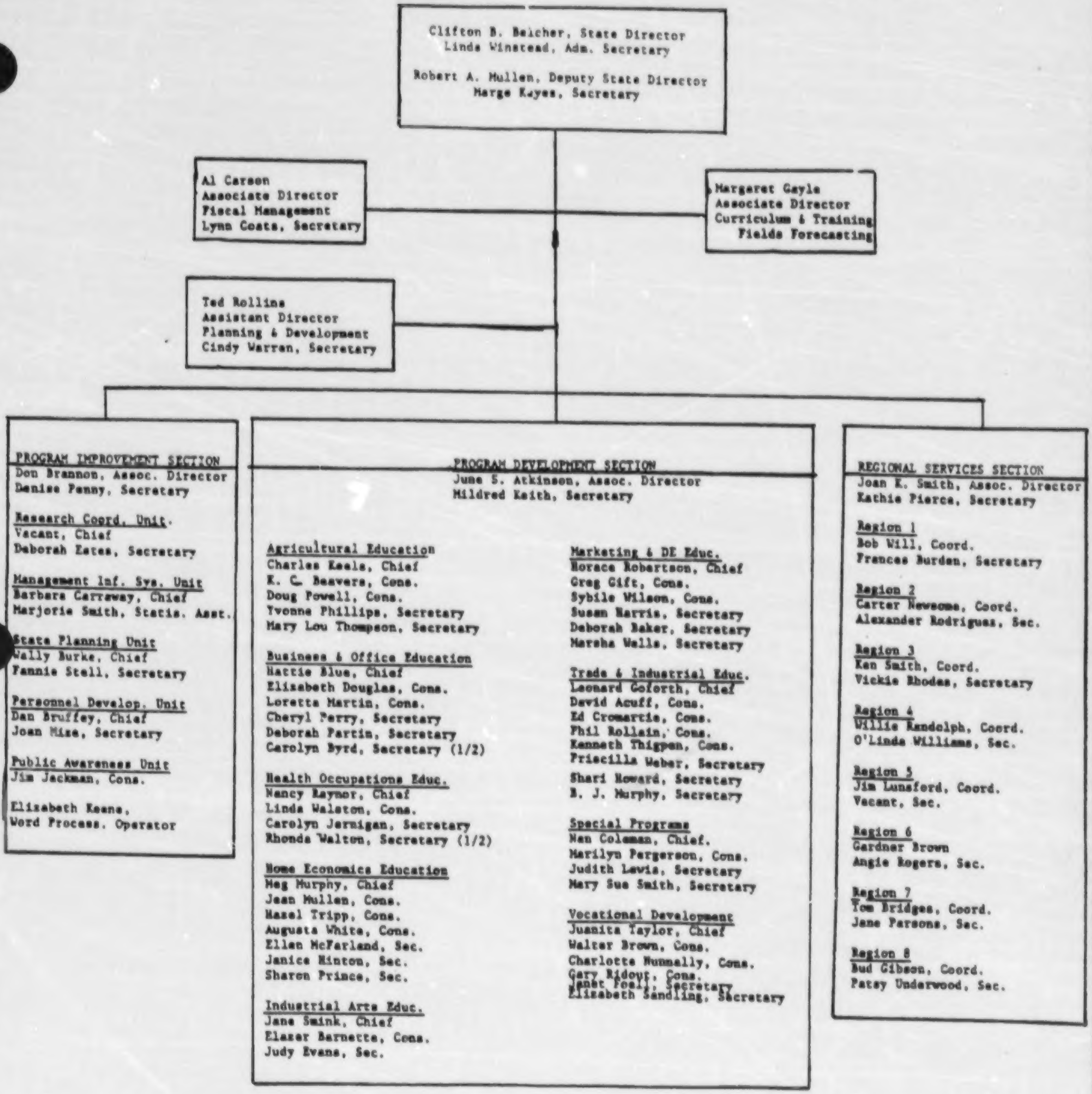
DIVISION OF VOCATIONAL EDUCATION

Exhibit 7



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Tom Bridges, Coord.
Jane Parsons, Sec.

Region 8
Bud Gibson, Coord.
Patsy Underwood, Sec.

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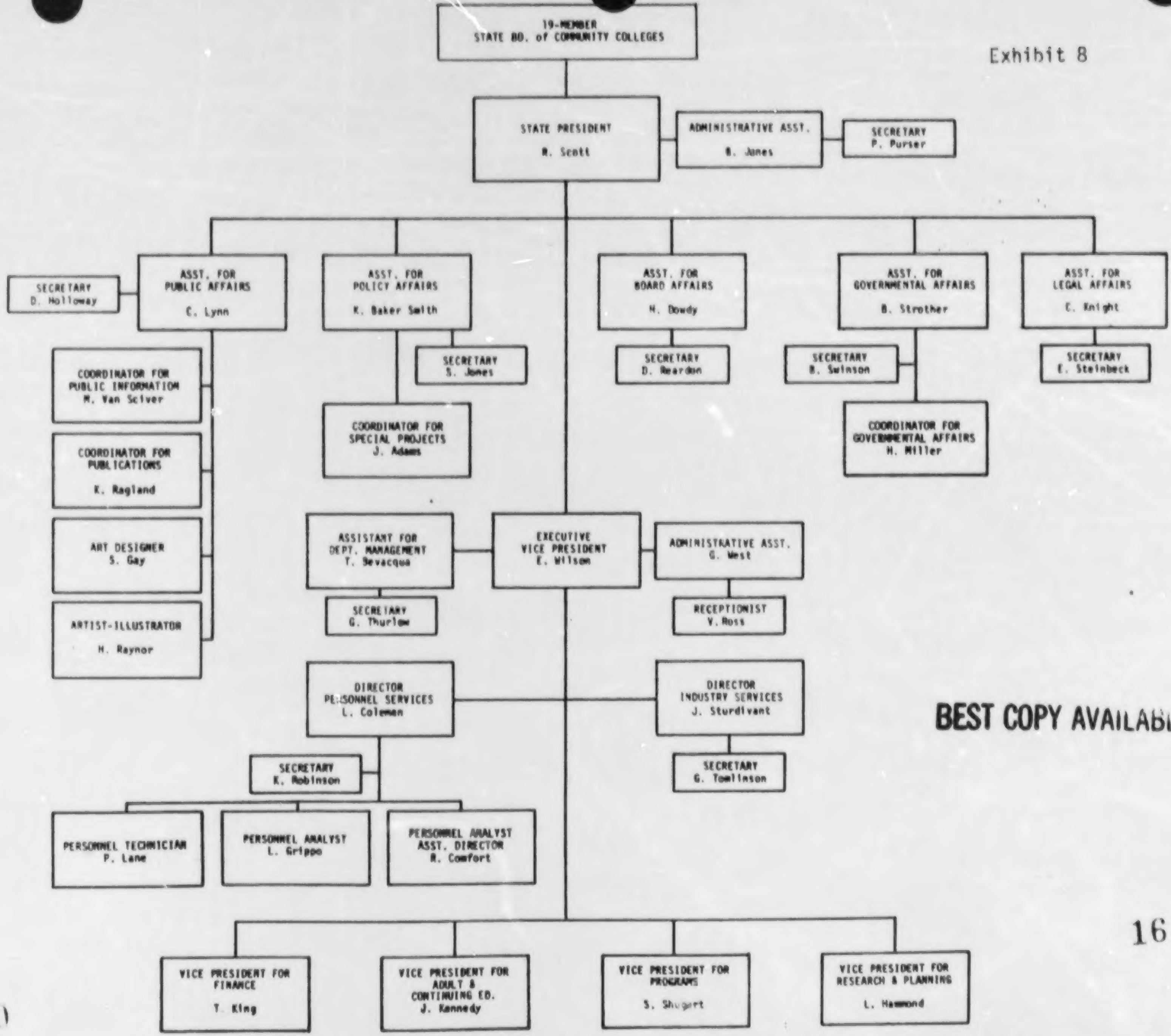
Exhibit 8

ORGANIZATIONAL CHART

NORTH CAROLINA DEPARTMENT OF COMMUNITY COLLEGES

DECEMBER, 1984

Exhibit 8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ADMINISTRATIVE ASST. B. Jones
SECRETARY P. Purser
SECRETARY D. Holloway
ASST. FOR PUBLIC AFFAIRS C. Lynn
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VICE PRESIDENT FOR PROGRAMS S. Shugart
VICE PRESIDENT FOR RESEARCH & PLANNING L. Hammond

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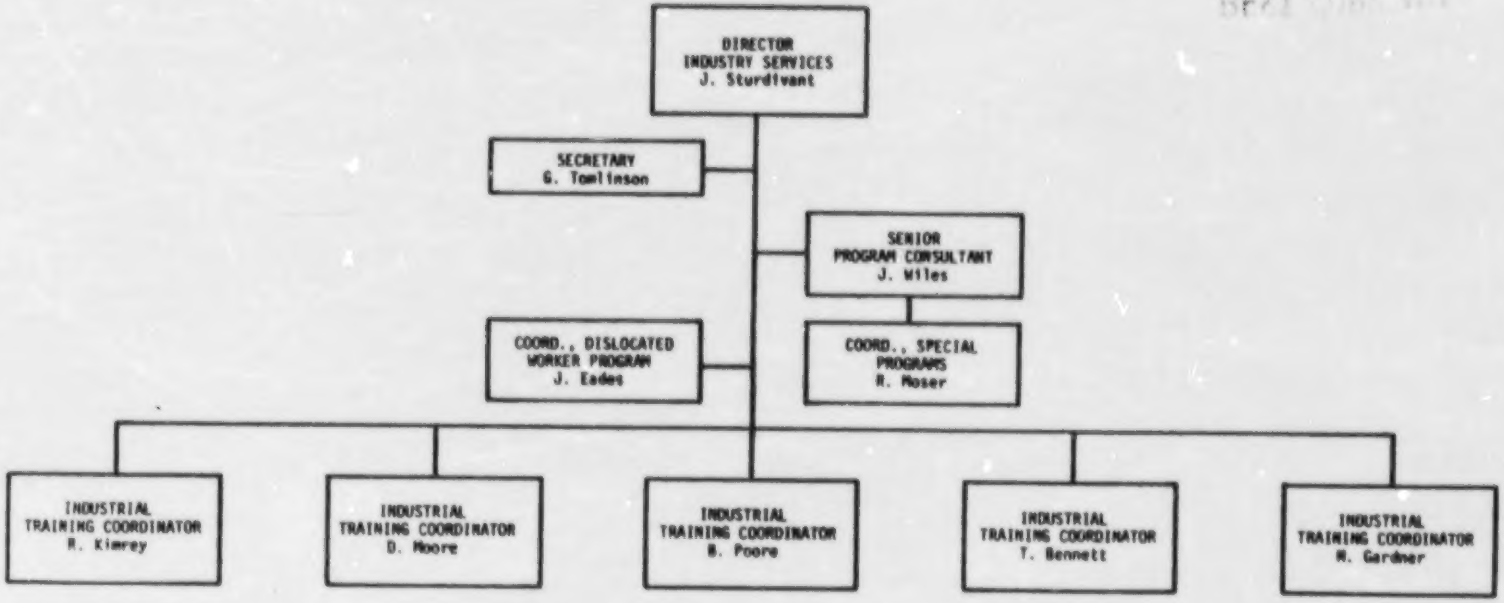
Exhibit 8


DIRECTOR
INDUSTRY SERVICES
J. Sturdivant
SECRETARY
G. Tomlinson
SENIOR
PROGRAM CONSULTANT
J. Wiles
COORD., DISLOCATED
WORKER PROGRAM
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R. Kimrey
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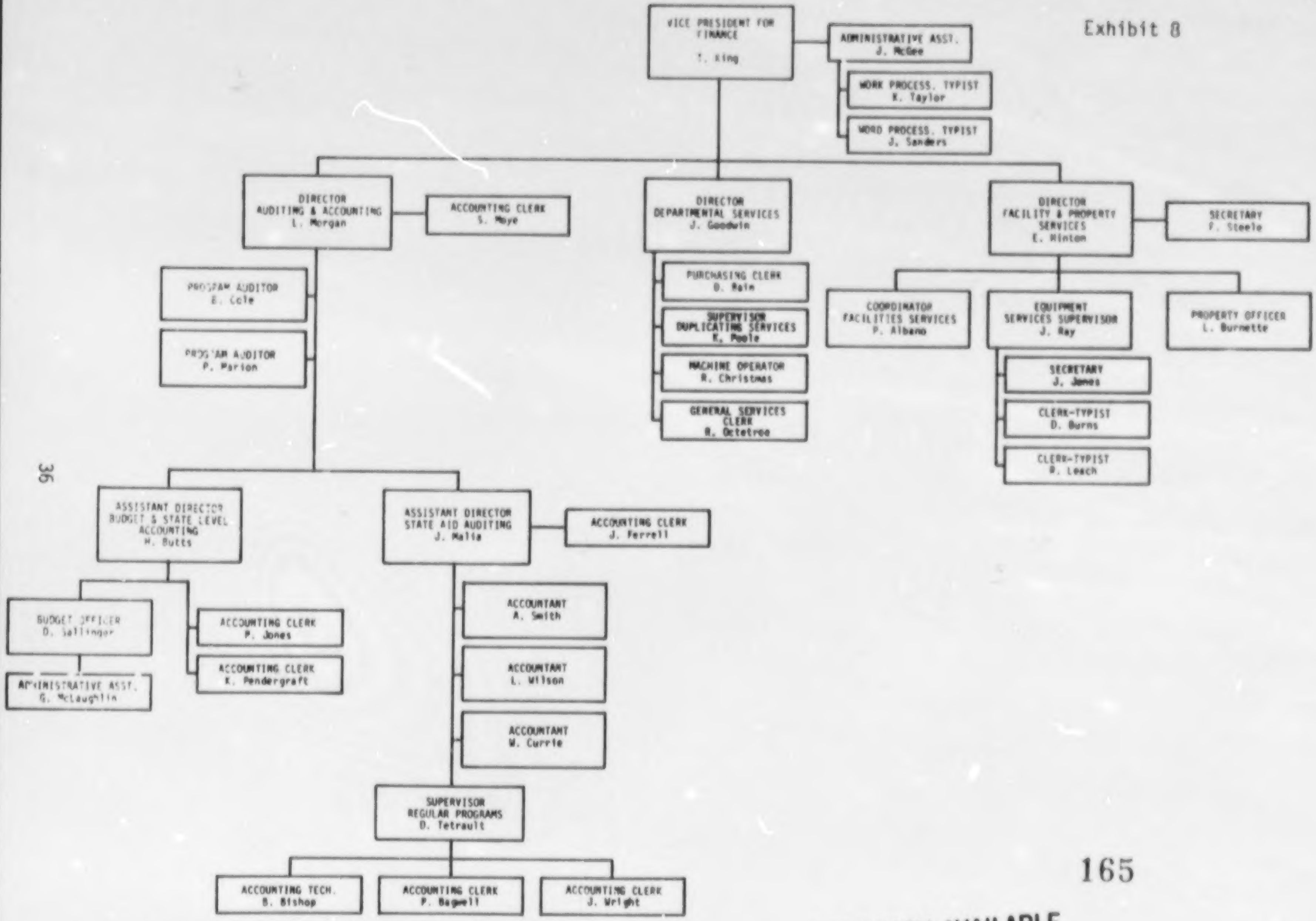
D. Moore
INDUSTRIAL
TRAINING COORDINATOR
B. Poore
INDUSTRIAL
TRAINING COORDINATOR
T. Bennett
INDUSTRIAL
TRAINING COORDINATOR
M. Gardner

Exhibit 8



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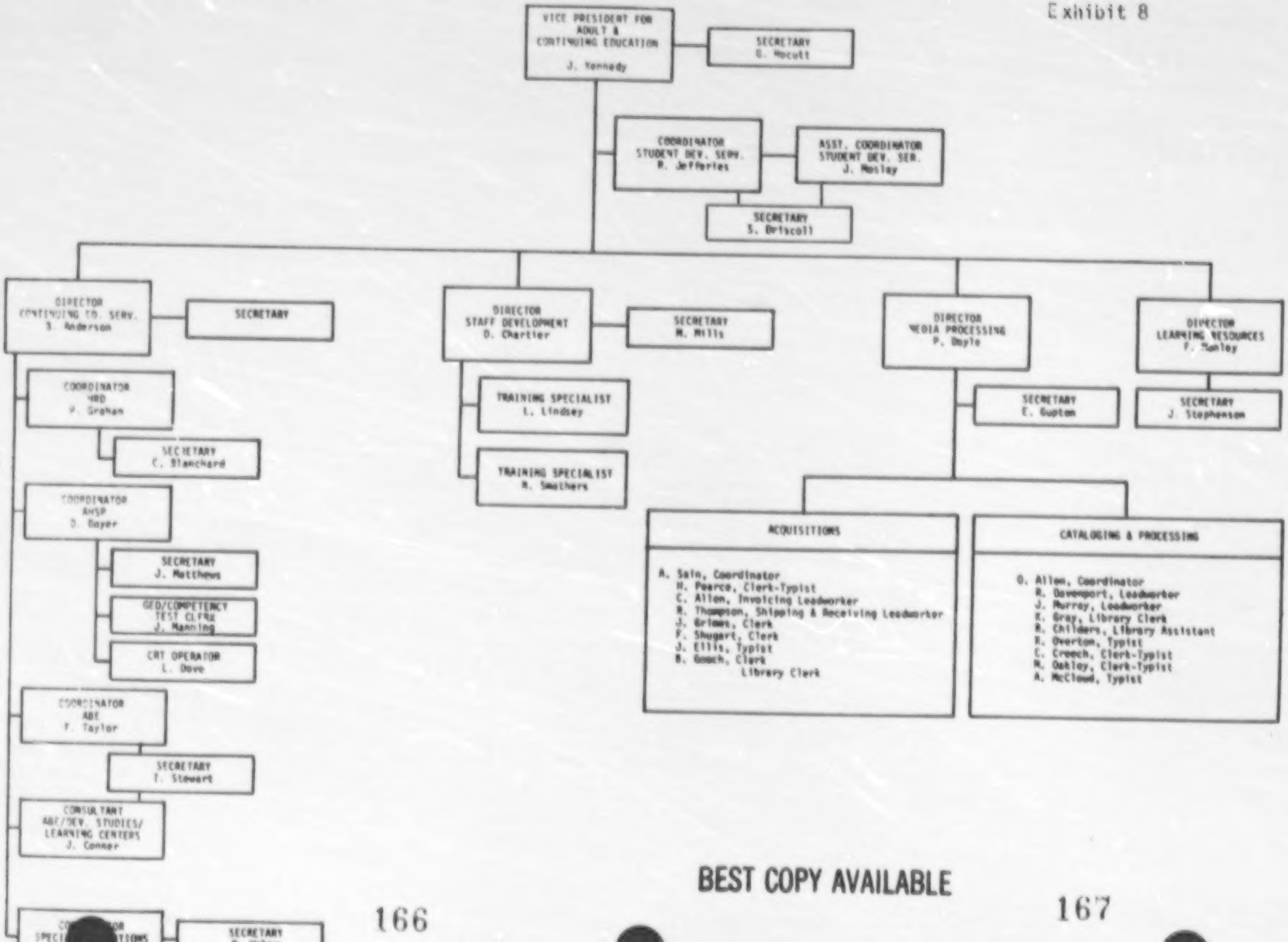

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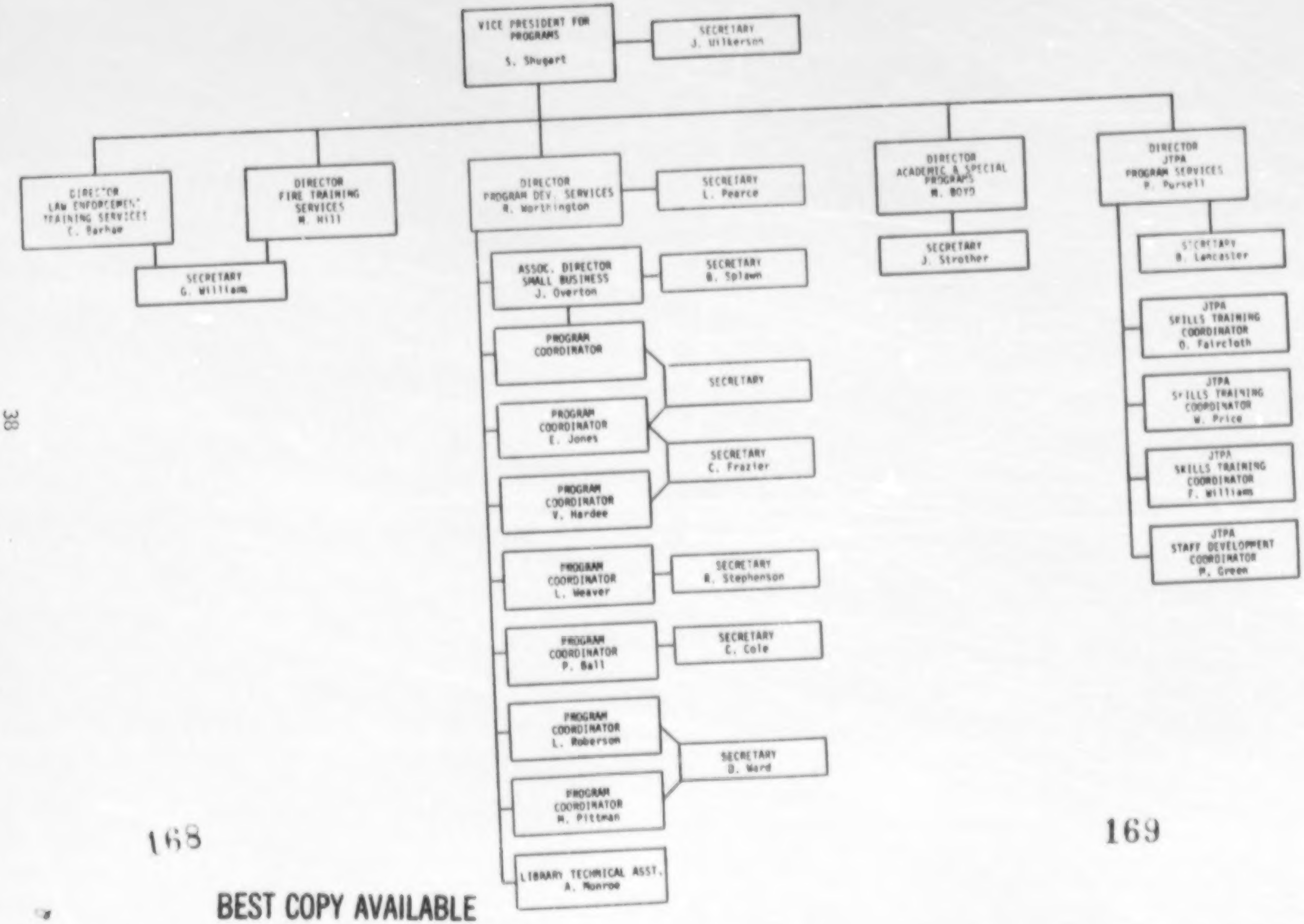

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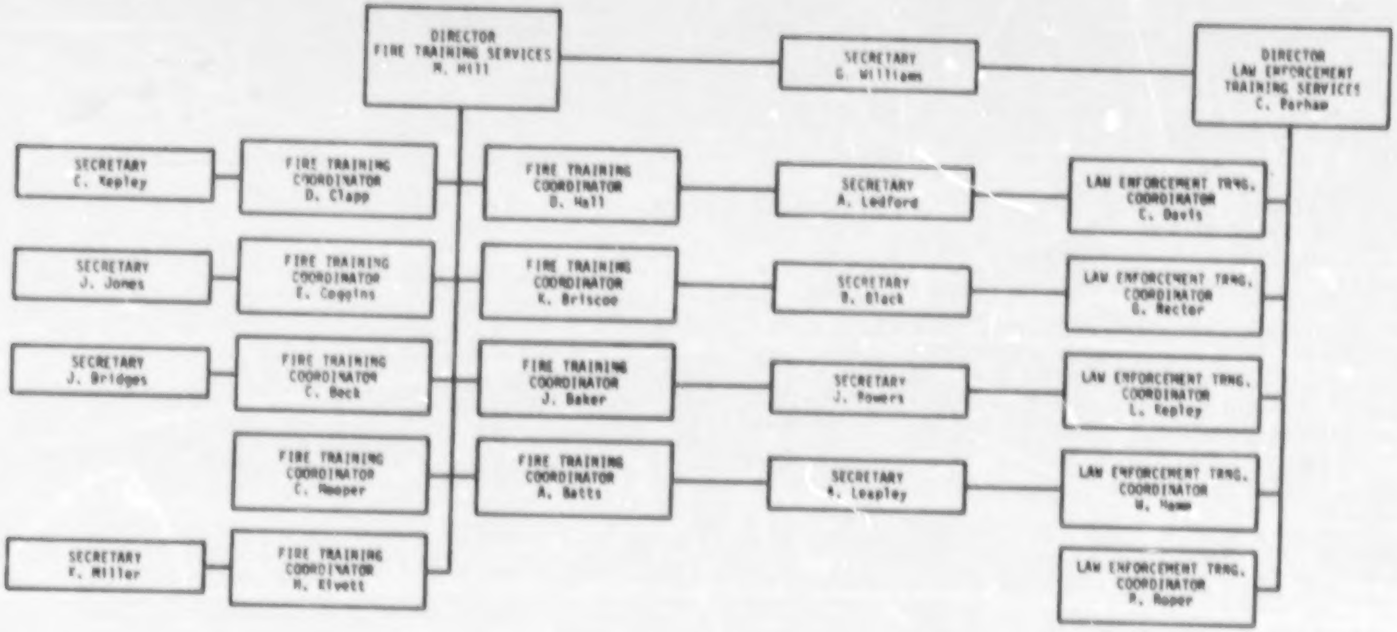
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FIRE TRAINING COORDINATOR H. Elvett
LAW ENFORCEMENT TRNG. COORDINATOR P. Roper

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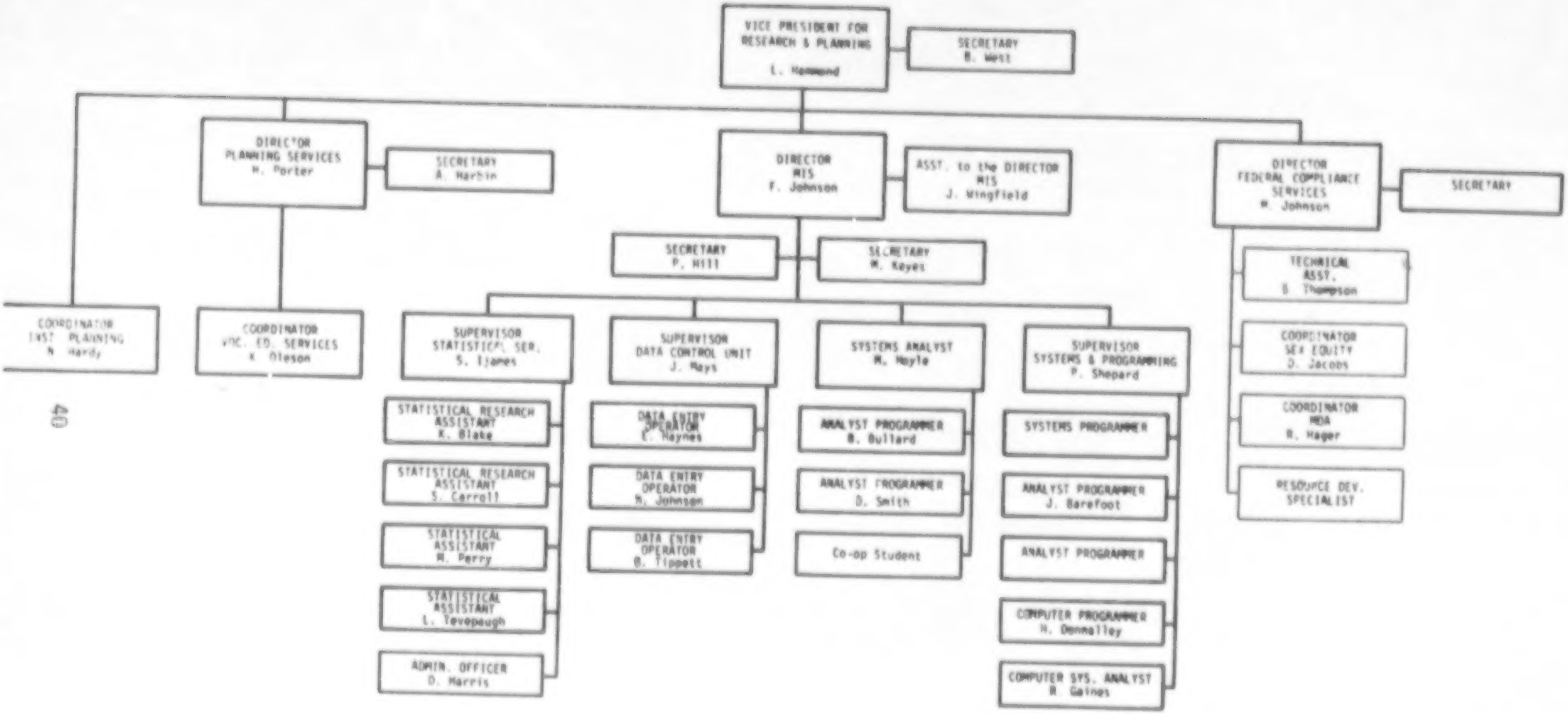
Exhibit 9



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